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Attended by representatives from the New York State Education Department, the Library Extension Division, library systems in New York State, and other relevant agencies, this conference was held to gain better understanding of the various antipoverty programs and to encourage cooperative planning and better use of available resources, with emphasis placed on the role of the public library. Panel discussions were devoted to Federal, State and local agency relationships in antipoverty programs, with consideration given to objectives and policies relating to children's, young adult, and adult needs. Separate speeches cover the War on Poverty in general and education's role in antipoverty programs. Appendixes include an annotated list of films for poverty programs, an annotated bibliography of 47 items on intercultural relations, and a list of New York State Community Action Programs funded as of April 1, 1966. (JB)

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CONFERENCE ON
LIBRARY PARTICIPATION
in Anti-poverty Programs

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PROCEEDINGS

LI 000973

THAYER HOTEL WEST POINT, N. Y. FEBRUARY 7-9, 1966

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
THE NEW YORK STATE LIBRARY/DIVISION OF LIBRARY EXTENSION/ALBANY, N.Y. 12224

CONFERENCE ON
LIBRARY PARTICIPATION IN
ANTIPOVERTY PROGRAMS

Thayer Hotel, West Point

February 7-9, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Hugh M. Flick

State Librarian and Assistant Commissioner for Libraries
John A. Humphry

Director, Division of Library Development
Jean L. Connor

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CONFERENCE ON LIBRARY PARTICIPATION IN ANTIPOVERTY PROGRAMS

West Point Thayer Hotel, February 7-9, 1966

PROGRAM

February 7 - Monday

Evening Session - 8:30 P.M.

Presiding: Jean L. Connor, Director, Library Extension Division, New York State Library

Speaker: Dr. Hyman Bookbinder, Assistant Director, Office of Economic Opportunity, Washington, D.C.

February 8 - Tuesday

Panel I - 9:00 A.M. - 11:45 A.M.

Federal, State, Local agency relationships in antipoverty programs: emphasis on objectives and policies relating to adult needs.

Dr. Jack M. Sable - Director, State Office of Economic Opportunity, Metropolitan Area

Leslie Holloway - Director, Committee on Economic Opportunity, Poughkeepsie

Dr. Thomas D. Paolucci - Director, Office of Training & Development, New York State Department of Labor

Dr. Philip Langworthy - Assistant Commissioner for Pupil Personnel Services and Continuing Education, New York State Education Department

Henry Drennan - Coordinator of Public Library Services Library Services Branch, Office of Education

Resource person: John A. Humphry, Director
Brooklyn Public Library

Moderator: Margaret C. Hannigan
Adult Services Library Consultant

Panel II - 2:00 - 4:30 P.M.

Federal, State, Local agency relationships in antipoverty programs: emphasis on objectives and policies relating to young adult and children's needs.

Claude LeMonier	- Senior Manpower Consultant, New York State Social Welfare Department
Phillip Fadgen	- Associate Mental Health Consultant, Division of Community Services, New York State Mental Hygiene Department
Fred Kershko	- Associate, Title I of ESEA, New York State Education Department
Harold Tucker	- Director, Queensborough Public Library

Resource person: John A. Humphry, Director
Brooklyn Public Library

Moderator: Marion H. Vedder
Associate Library Supervisor

Film showing - 8:30 - 10:00 P.M. (An optional program)

This is a twofold program: (a) films about the disadvantaged to encourage deeper understanding; (b) films for the disadvantaged to encourage and stimulate their discussion and self-development through community programs.

(a) *THE CAPTIVE; CHILDREN WITHOUT; FROM THE OUTSKIRTS OF HOPE*

(b) *PLACE IN THE SUN; MORNING FOR JIMMY; NEIGHBORS; THE RAEFER JOHNSON STORY; LITTLE RED LIGHTHOUSE*

February 9 - Wednesday

Film showing - 8:00 - 9:30 A.M. (An optional program)

Continuation of the February 8th evening program - Group (b).

9:45 - 10:30 A.M.

William P. McGlone, Deputy Director, New York State Office of Economic Opportunity

Summation

10:30 - 11:30 A.M.

Dr. James E. Allen, Jr., New York State Commissioner of Education

Comments on education's role in antipoverty programs

Jean L. Connor, Director, Library Extension Division

Summation

CONFERENCE ON LIBRARY PARTICIPATION IN ANTIPOVERTY PROGRAMS

West Point Thayer Hotel, February 7-9, 1966

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State Education Department

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Community Action Commission to Help the Economy, Liberty

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Library Services Branch, Office of Education, Washington, D.C.

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State Education Department

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Dutchess County Committee on Economic Opportunity, Poughkeepsie

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State Labor Department

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State Education Department

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Leonard R. Witt, Director of Parole Placement
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Myra deH. Woodruff, Chief, Bureau of Child Development and Parent Education
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Chautauqua-Cattaraugus Library System, Jamestown

Robert L. Carter, Director
North Country Library System, Watertown

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Andrew Geddes, Director
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Mrs. Jean O. Godfrey, Chief, Circulation Department
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Mrs. Clement Hapeman

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Mrs. Eleanor Harris, Director
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Mrs. Joan E. Clark
Margaret C. Hannigan
Virginia M. Heffernan
Esther Helfand
Stefan B. Moses
Marion H. Vedder - Chairman

- - - - - - - - - -

William F. Heffner, A.V. Assistant
Educational Communications
State Education Department

Conference Purpose: to gain a better understanding of the many antipoverty programs of the various agencies - their objectives, scope, methods - in order to bring about a greater degree of cooperative planning, and utilization of available resources, with emphasis on the role of the public library.

SUMMARY OF RECOMMENDATIONS

THE LIBRARY AND ITS RELATIONSHIP WITH OTHER AGENCIES -

Librarians need a better understanding of certain community organization concepts which might be obtained if they were more generally represented on or participated in their local health and welfare councils.

Dr. Sable recommends that libraries invite people from depressed and target areas to be members of an advisory library council.

Libraries should seek membership on CAA boards and offer their services.

Library Extension Division should establish contact, if not a working relationship with not only the State OEO, but with the Federal Northeast Region OEO at 40 East 41st Street, New York City.

The State Commission for Human Rights is a good resource for greater understanding in this whole area of community relationships. It conducts workshops, and provides speakers.

Officials of various community agencies should keep their public library cards active and make use of public library resources in their work.

There must be a total effort, a coordinated attack by social welfare, labor, educational, and cultural agencies with long-range as well as immediate goals.

Public libraries should work through area advisory committees of the Department of Mental Hygiene to serve as information and material distribution centers.

Mr. McGlone recommends that Federal guidelines should list public librarians among other community groups, such as welfare commissioners, school superintendents, mental health directors, as the kinds of people to serve on CAP boards.

Mr. Halloway recommended that libraries be aware of Information Centers which the Governor is proposing to be developed under the direction of the State Office of Local Government.

Mr. Brech recommended that in planning for greatly expanding school library resources and services, there should be coordination of effort with public libraries.

Dr. Langworthy advised librarians to work through local school superintendents. They are the key to joint and cooperative efforts.

Myra Woodruff suggested that one or more library systems might profitably call a meeting of educators in their areas to discuss ways in which communication can be improved and to let each group know their services and objectives.

Mr. McGlone recommended that many librarians might utilize the services of the Work-Study Program students enrolled in colleges and universities and perhaps recruit them for librarianship. Similar assistance can be secured from The Neighborhood Youth Corps. Mr. Schmidt also recommended that librarians employ Neighborhood enrollees, 16 to 21 years of age.

Miss Connor advised that regional and State agencies no longer need to seek out liaison with each of the 680 public libraries. Ninety-eight percent of the libraries can be reached by communication through the 22 library systems.

Mr. Humphry pointed out that as libraries are now thinking in terms of library service rather than simply of public library service, or school or college library service, the next step perhaps should be the establishment of a position in the Education Department. The person in this position should become thoroughly conversant with State and Federal financing; able to consult with administrators in libraries, in education programs, and in Community Action Programs to help them develop independent, dependent or interdependent programs.

THE LIBRARY'S ROLE -

Mr. Drennan urged that public librarians think of themselves as educators.

Mr. Humphry recommended that librarians should be willing to depart from traditional and established patterns of library service in order to reach the people in poverty areas.

Librarians should buy the books that are available to serve these people even though they are not perhaps the best. We must help create a market for these books if publishers are to be encouraged to publish better books.

THE LIBRARY AS A COMMUNITY RESOURCE -

In planning projects, libraries should include funds for paperbound books which trainees and others learning to enjoy reading and library services could take home and keep.

Public libraries would be an excellent resource for training and work experience for public welfare recipients. (Mr. LeMonier)

LIBRARY PROJECTS AND FUNDING -

Mr. Tucker strongly recommended that requirements of eligibility for Federal OEO funds be modified so that projects demonstrated to be effective need not be excluded.

Miss Connor hopes that those reviewing projects or making recommendations for funding will insure that *books* are a part of the program budget. Where appropriate, contractual service with public libraries could be effective.

Mr. McGlone suggested that public libraries, especially those in New York City, might jointly develop a pilot or demonstration project which might have nationwide significance. Such an innovative project might be funded by a special grant under Section 207 of EOA through Dr. Sanford L. Kravitz's Research and Program Development Office, CAP, OEO, 1200 19th Street NW., Room 514, Washington, D.C.

SPEECH TRAINING NEEDED IN ALL REHABILITATION PROGRAMS -

Basic speech skills are of major importance in educating the deprived poor as well as basic reading skills.

PROCEEDINGS

MONDAY EVENING - FEBRUARY 7

Jean L. Connor (Presiding)

As you may have observed from your list of participants, we are a relatively small conference. About one-third of the group here represents people from the Education Department and the Library Extension Division; about one-third of you are from library systems throughout the State; and another third from other types of agencies which play an active role in programming for the disadvantaged. I hope that you will make an effort to get acquainted with the people from the other groups. No one here knows everyone; I hope that before this conference is over you will feel well acquainted with a number of programs and more importantly with a number of people working in a common cause throughout the State. I thought I would briefly explain who we, the sponsoring agency, are. The Library Extension Division is that part of the State Library particularly concerned with library development throughout the State. We have a responsibility for the promotion and extension of public library service, for library service in State institutions, and for academic and research libraries. We have a representative here from the School Library Bureau, so that all types of libraries are represented in this group of participants. The division, besides its consultant advisory field role, supervises the administration of State and Federal aid for public libraries in the State.

Our public libraries in the State, some 680 of them, are banded together in cooperative, federated, and a few consolidated systems - 22 systems in all - joining together the public libraries in the State for a common network of service. The problems that the director of a cooperative library system faces relate to the fact that he works with and through a multiple number of boards of trustees to effect a program of service. Unlike consolidated school districts, our public library systems are more loosely organized and some of the techniques for program development are different. Primarily, a system director is a promoter, an educator, and a leader, but he cannot always say how the programs are to be carried out.

LSCA refers to the Federal Library Services and Construction Act, which has opened a new chapter in public library history. From 1956 to 1964 we had a rural Library Services Act, but in 1964-65 we were first given money and opportunity to work in urban areas with Federal funds. The act provides, as so many Federal acts do, for a State plan. Our State plan under LSCA has a number of objectives and one of them is service to the disadvantaged. This objective was right for our urban areas and right for the times. We had, in the first year, seven systems which applied for money to carry out projects in urban areas for service to the disadvantaged. The total amount of money which comes to the State under the Federal Library Services and Construction Act Services Title is $2 million. It might interest you to know that approximately one-fourth of that money has been spent on services to the disadvantaged; so that, although we have some nine or ten objectives and program areas, by far the largest and the most important are the efforts being made by the public library systems to carry out programs to the disadvantaged under this act. We recognize, however, that no public library system program in itself is so perfect that it cannot be improved - and more importantly, cannot be strengthened by relationships, joint planning, and coordination with other agencies.

This is the reason that we have invited so many nonlibrarians here, so that we might have an interchange of ideas. We recognize that the greatest success in our public libraries has been with the formally educated, with those who have a high school education or more. We really haven't begun to know how to reach those with less education in our public library program, and that is why we need new thinking, new techniques, and new ways to reach children and adults. We need to work with other agencies.

Dr. Philip Langworthy (Introducing the speaker)

I have just read an article by our speaker entitled "Poverty's Armchair Generals" in the *New Republic* of October 23, 1965. He takes a position, and amplifies it, that the War on Poverty is being won, in spite of errors and in spite of self-seeking, by dedicated men and women all over the country who see the real opportunity of making this drive. Mr. Bookbinder states in his article: "There have been frustrations and there have been disappointments but I have not lost my enthusiasm and optimism. This is a great period in the life of our nation. I find the same excitement in this program that characterized the early days of the New Deal and the organizing drive of the CIO and the first days of the Kennedy administration. Liberals must learn how to win. I think we are winning."

Mr. Bookbinder comes from Brooklyn. He had some of his training in City College of New York, he had graduate work at the New School for Social Research and also at New York University. He has acted as director of research for the Amalgamated Clothing Workers of America, as a special assistant to the director of Manpower Office and Natural Resources Authority, as special assistant to Luther Hodges when he was Secretary of Commerce and as the director of the Eleanor Roosevelt Foundation. At the end of his article in the *New Republic* it stated that Mr. Bookbinder serves both as assistant director of the Office of Economic Opportunity and a special assistant to Vice President Hubert Humphrey. In early 1964 he was executive officer of the President's Task Force on Poverty.

Dr. Hyman Bookbinder

It is now about two years since Sargent Shriver was told he would be heading a War on Poverty. A message was then prepared for the President; the Congress went to work; by August of 1964, we had a bill, and by November we had the money. It is about 15 months now that the War on Poverty has been going on.

There are many ways of evaluating that War on Poverty; I tried to say some of this in that article to which the chairman was referring. The most important thing by far about the War on Poverty, and the greatest success thus far, is that it has in fact awakened America. America now believes what it refused to believe a year and a half ago. A Gallup poll showed that 54 percent of the American people, about a year and a half ago, agreed with a statement that said, "People are poor because they are personally lazy or indifferent." That statement was agreed to by 54 percent of the American people! Now, I think it can be said, that the great majority of the American people, the organs of public opinion, national leaders, and organizations believe that poverty is not just a problem of personal failure. There is greater understanding that there are 35 million Americans who are, by anybody's reasonable definition, in the ranks of poverty; and they understand now - at least most of them understand -

what is perhaps the most important single fact about poverty in this country: that the great bulk of those who are poor, 80-90 percent easily, who are poor today, have been poor since the day they were born. That is the most important single truth and fact about American poverty - that if you are poor today, the chances are very great you have been poor since the day you were born. What does that mean? It means that the exits from poverty, the chances to escape from poverty, have just not been adequate for all of the people of this country. The fact that some do escape does not belie the basic truth that the great bulk of those who are born poor, especially in the type of society we now have and have had for the last 20 or 30 years, have not found it possible to escape. They could not lift themselves by their own bootstraps and - as the Vice President likes to say, in a semiflippant mood - they haven't even got bootstraps! So what we are trying to do in this War on Poverty is to help provide some of those exits. Providing an exit does not guarantee that anybody is going to go through that exit; it is still going to be necessary for the individual to make his or her contribution. But the exits will be there in greater number, and that is what we are trying to create.

The most important thing, then, that has happened is that there is this greater understanding; and everybody is in the act now, one way or another. You cannot pick up a technical journal, a scholastic journal, the chamber of commerce publications, the labor publications, without noticing that interest in poverty is very big in the country today. There is a risk that it will be a fad, and that it really will not do what it is supposed to do, but I am quite optimistic. I am very impressed with the literature that has developed in the library field. You are doing very important things in what you are writing, and in what you are saying. You know a great deal about the connection between library services and poverty.

I am sure you know all about the Appalachian book drive. We had a report from a VISTA volunteer - the domestic Peace Corps - a young lady who was assigned to four counties in eastern Kentucky. The four counties had eight schools; some of them were one-classroom schools and some were two-classroom schools. She reported to Mr. Shriver that all eight schools were sharing one single copy of *Mother Goose*. I found it incredible. I said I did not believe it, but I later learned that it was true. It is that type of report which kicked off the drive for Appalachian books. We set an "unrealistic" goal: we should like to raise one million books for Appalachia. You know how terrible these book drives can be! Most people like a book drive because it gives them an excuse to clean out their closets and you find perhaps 5 percent of the books may be useful. But this one was not like that. Through the PTA's, the Railway Express, the Carpenters' Union and the Appalachian volunteers, a program was conceived and implemented which almost guaranteed success - and we succeeded! One hundred titles were selected, and only those were collected. I am told that the percentage of usable books collected was something like 85 percent. By August, 1,100,000 usable books had been collected. And by now, over 800 school libraries have been opened in the Appalachian states, with at least 300 books in each one. I know that I now have an audience that can appreciate what I have just said. The fact is that those books in those libraries in Appalachia are the first exit from poverty for tens of thousands of kids in those Appalachian hollows; because it is not just the books alone: with those books have also come thousands of college volunteers to read those books to kids that do not yet read. It has provided a basis for some amount of socialization and cooperative activities which did not exist before, and it is a place where people can meet.

In our first annual report, called "A Nation Aroused," there is a page dealing with adult basic education which states: "In North Carolina a community services librarian extended educational vistas beyond the classroom. She had tried without success to interest adult basic education to students in the community library. Finally, she posed as a student and enrolled in class. After a few sessions, she began to bring books to class, and, as interest in them grew, she invited the class to come to see where she worked. The library is now an accepted part of life for the students."

This suggests, perhaps, the only message I want to leave with you as librarians or people interested in books and libraries. I recently made a speech before the Adult Education Association in New York at which I said, in summary, that there was an obligation to find new ways to reach a new constituency, and that after learning how to reach them, we are obliged to develop new ways to teach them. Adult education must be much more than gardening for the suburbanites, or interior decorating for the semiretired householder. You have got to find new ways to reach them and new ways to teach them. That is your job too. You have got to find new ways to interest the people that need your service and after you have learned to bring them in, learn to keep them in.

This program of ours is a year and a half old. I have already referred to the one outstanding success, which is that this country is poverty conscious. It is aware of the problem, and being aware of it, it is beginning to move. For example, in almost 1,000 separate communities by now, Community Action Programs have gotten started, and there is the greatest potential for work in the library field. It is the natural next stage after recognition of the problem. It involves organizing a community to do something about it - and that is what we have done in 1,000 communities - the labor community, the business community, the education and the library community, the social welfare community, have all gotten together to take a good long look at their own communities. True, we have a number of national programs about which you have heard and about which we may talk briefly in the course of this discussion, but mostly we have said the poverty problem exists in every community of America, and the program must be developed in each of those communities.

I live in Montgomery County, which is the richest county in America, and in that richest county there are 5,000 families whose average income is $1,800 a year - average income $1,800 a year, $35 a week, in the richest county! Every one of the counties you come from has poverty and in every county, in every city, we are hoping that there will be a comprehensive coordinated attack on the problem in that community, developing the kinds of programs that have the greatest meaning for that community.

Well, I think it is great that almost a thousand have already started. That means tens of thousands of community leaders are working together to size up the problem and to coordinate all the services that might be available. But there is a new element in that picture. The law says there shall be maximum feasible participation on the part of the people themselves who are to benefit from the program. This is a very difficult thing to achieve, but we are beginning to achieve it. Some 28 percent of all of those who are serving on these community action boards are people from the ranks of poverty itself and that is the most important possibility of escape from poverty you can get. The thing that locks our poor people into poverty permanently more than any other item is hopelessness - a feeling that "we cannot make it, our parents did not make it, our grandparents had not made it and we will not make it either. Nobody really cares what we think or what we want. What is the point of going to school, what is the point of working hard - we simply will not make it!"

What better way of demonstrating that there may be a new day than to show that not only are there programs for you but there are programs that you helped develop yourself? Already in this country we can measure by the tens of thousands local poor people who have been inarticulate and ineffective in the past and who are now beginning to take positions of leadership or positions of participation. Most of them are not leaders, and obviously they cannot start being community leaders overnight, but they can start being teachers' aides, they can start working in the lunchroom, they can start being block workers, and they can be librarians' aides. They can start doing the kinds of work which will give them self-respect and give their kids respect.

One other thing has happened in the course of this year: we have disturbed a lot of people in this country. A lot of people are unhappy with us but they are not against us, either because they do not dare be against us or because they know it is wrong to be against us. We have shaken up just about every establishment in America, not because we are ornery people who look for ways of getting people angry with us, but because of the nature of the program. The business groups are concerned over some aspects of this program. They see it in some regard as another welfare program, although the business community as a whole has been much less antagonistic and, indeed, has been working with this program more than with any other program of this kind in the past. But still there are some doubts. The labor movement is a great friend of this program, but some labor people and some trade unions worry: Are we training people to take jobs away from some others? Are we affecting the nature of the apprenticeship program? Are we going to upset the present way of doing things?

Teachers are upset too - greatly upset, in many places. For one thing, the very existence of the War on Poverty is supposed to indicate that they failed and something else has to be done. To some extent they have failed, and I suppose there are some librarians too who worry about the implications of this program. But there will be, as a result of our programs, a greater need for every type of professional in many activities. There will be, in addition, great need and great potential for training lots of semiprofessional, subprofessional, nonprofessional workers. I do not know really why a librarian would worry about the fact that somebody else would be dusting the books, or that somebody else would be entering the grades in the books. This could be a great day for the professionals of this country if only they will see the bigger picture.

So far I have not said a thing about eliminating poverty for anybody. With all of these remarks I still have not told you that anybody has left the ranks of poverty. The fact is that some have - not very many, but the programs are beginning to touch the lives and the hopes and the futures of people in this country in the short year we have been in existence. Let me give you a few quick illustrations.

First, the nature of our programs ranges over a rather wide scale of things, all kinds of things, for the old, for the young, education, employment, many other things. When it comes right down to it, the great bulk of all of our dollars is going to one type of educational activity or another, for this is basically an educational program. Almost every one of our programs certainly has an education aspect to it, and most of them in fact are educational programs. For example, the one that has captured the imagination of this country like none other has, is Headstart. This is the great shining example. We have very few detractors in that program. We reached in this last summer 561,000 of these preschool youngsters. In February of 1965 we had hoped to reach 100,000 kids by the summer. Three weeks after the announcement, the demand was so great that the President said that 100,000 was not enough; he wanted 300,000 for that summer. By June we had actually 561,000 enrolled in Headstart, and we had 45,000 teachers who were willing to give their summer to this program. We managed somehow to train them for 10 days before the school started, and we had over 100,000 nonprofessional aides and 400,000 additional part-time volunteer aides in the program.

For these kids, it might mean the beginning of an escape from poverty. They saw books for the first time, they held a piece of crayon for the first time, they learned red from black for the first time, they had a decent lunch for the first time, and some had breakfast too; and they had the warmth and comfort of somebody who cared.

In the same year, we also reached 400,000 older kids. Many of you may be benefiting from the services of the Neighborhood Youth Corps. These are either kids who have dropped out of school and need help on the road to employment or who threaten to leave school unless they have part-time employment. We reached as many as 400,000 with this part-time or full-time work.

We reached a much smaller number in a more difficult program, the Job Corps. This is a program for kids who have not made it, who are out of school, who are in difficulty, and for whom the present school system does not seem to offer any real hope. Some people seemed to think it was too expensive (it costs about $4,000 a year). But it costs $4,500 to keep a person in prison for a year! If a kid does not make it because we are not willing to make an investment in him now, he will be a charge on society for the rest of his life and his family's life. The first 20,000 who are already in the Job Corps are undergoing a totally new educational experience.

We also have the Adult Basic Education Program, through which we have already reached over 100,000. We have a Work Experience Program for the hard-core unemployed adult, offering a combination of counseling and employment. We have a program called Upward Bound, which is the program whereby we make some funds available to communities and universities to go out and identify needy students in high schools, who seem to have potential but are nevertheless having trouble in school, either academic trouble or financial trouble. These students nevertheless show a latent capacity for real work, and so we help them through high school to help them into college. One of the greatest wastes in America is the large number of boys and girls who never make it to college - who could make it academically in terms of their basic capacity but who do not make it either because of the poor school they have gone to or because of their financial circumstances.

The important thing is that the country has started on this great crusade. We are not sure we have the best tools in this War on Poverty, we are not sure we made precisely the right decision last year as to what should be the first battles in the War on Poverty. In no war are you ever sure you have opened up the right fronts at the right time. We are pretty sure we know what we want to win, and we know that there has got to be a long-term, consolidated, coordinated effort that brings in all the elements of community.

The library system of America is not the answer to poverty in America, and neither is the education system by itself the answer to poverty in America. Neither is the employment outlook the answer to poverty, nor is housing or urban renewal. The answer is that all of them together constitute the answer to poverty, because poverty is both the result of many social factors and forces and the cause of many social problems and new social causes. Unless we work on all of them, that vicious cycle of poverty cannot be interrupted.

We know there are no easy answers and one of the reasons that we seem to be in trouble from time to time is that the critics think it is a simple war we are fighting. It is not unlike the Vietnam war; that is why I called my article "The Armchair Generals." There are people who sit back in their comfortable living room and they think they know just how to eliminate poverty. If what you are doing is not exactly what they think ought to be done, they insist you are fighting the wrong war in the wrong place at the wrong time. The fact is, it is a very complicated war we are fighting, even more complicated than Vietnam. But as long as we know that there is this complicated problem, as long as we are willing to expend resources in this problem, we will continue to make some headway. This problem is associated with every other major problem. You cannot separate the problem of poverty from the problems of the minority groups in this country, from the whole question of discrimination and civil rights. I happen to believe that through the poverty program in the next years we will do more to eliminate discrimination and help the cause of Negroes and other minorities in the name of poverty - we will do much more - than we will be able to do or have done in the past in the name of civil rights as such. That does not mean civil rights actions are not important; they are, but the great next step is to translate those rights into real opportunities. That was the theme of the President's famous Howard speech and that is what the poverty program can do.

In a word, what we are trying to do in this program is to give some meaning to a very simple statement that a great lady wrote in a book that was published posthumously. I am reminded of it now because just a few days ago at the White House a portrait of Eleanor Roosevelt was presented. She wrote what could very easily be the preamble to the Economic Opportunity Act. She said that "Anybody who believes that in every human being there is a spark of the Divine - that he is not just an animal - must believe that to enable that person to reach the maximum of his potential is the greatest service that his government can perform." That was Eleanor Roosevelt saying a very simple truth. What we are trying to do through government action is not guarantee that people will be happy, not guarantee that they will be rich, not guarantee that they will become educated - what we are saying is that it is the job of society to make it possible for every individual person to reach the fullness of his own potential. This is really what the War on Poverty is all about.

QUESTION PERIOD:

Mr. Bookbinder: The question is whether we have enough programs to create jobs for the people whom we will be training. The answer is no; I am not satisfied that we have that problem licked. But creating all of the jobs for the people who need them is not the specific responsibility of what we call the economic opportunity program. The purpose of the Appalachian program is to make more jobs available in that important geographic area. The Economic Development Administration is an extension of the Area Redevelopment Program, again designed to create jobs for people. The Manpower Training Program has been extended and will be extended again this year, I believe. The tax policies of this government are all designed to stimulate the economy. As a matter of fact we have gone from a high of 7 percent unemployment to 4.1 percent unemployment. Economic stimulation alone will not provide jobs for those who are really the hard-core unemployed - the unskilled youth, the person who now is 35 years old but has never had a decent job and never had training. There is a need to create some jobs directly by the government and of course we have done that in the Neighborhood Youth Corps. We will continue to study this problem. Some of our own programs are job-creating programs. For example, even in the present program we have created some 70-80,000 jobs working for the poverty program with these various nonprofessional skills which I talked about before. Finally I want to say that important as the job situation is, do not for a moment operate on the premise that all you have to do is stimulate the economy, create a lot of jobs and poverty is eliminated, because at the same time that we have people looking for jobs there are many jobs in this country looking for people and the people are not there with the proper training, with the proper attitude toward work, with the proper hope for getting work. We have to work on both sides of this very important equation, maximizing the number of jobs available but also maximizing the qualifications of people to get those jobs.

Question: What are we doing on the national level to strengthen the educational component of the Neighborhood Youth Corps? Should we do more to require a period of time during which the enrollee gets instruction?

Bookbinder: Actually, OEO has taken the position all along that there ought to be a really important educational component. In this next budget, there will be per enrollee a greater number of dollars specifically for the purpose of increasing the educational component for each enrollee.

Question: "How are you getting along with the Office of Education?"

Bookbinder: One of the real sources of gratification on the national level is that we have established a good working relationship with the Office of Education. We have total cooperation, we have a Joint Task Force for Education of the Underprivileged. One of the really great advantages of this poverty program is that it has brought various disciplines together. There is less rivalry, less jealousy, and less suspicion. This kind of unity is of course crucial to the kinds of interrelated problems that we are dealing with.

The question is, have we developed any special guidance and guidelines for the development of special library services to reach the disadvantaged? One of the important things we are doing is learning from the hundreds, if not thousands, of separate components which have been funded through all kinds of things - community centers, store-front libraries, door-front consumer information activities - we are beginning to evaluate all of these and of course we would be wasting a lot of very precious information if we did not start getting the results of these known all over the country. For example, in Headstart, which is the greatest social laboratory we have had, a lot of money, a lot of energy, and a lot of manpower are going into the evaluation of each of the 13,000 separate centers that we have. Every one of those centers was somewhat different from the other. Many of them had libraries; many of them did not. So we are already doing it and you will not have difficulty knowing whether materials are available. If you do have difficulty, write to us, to your State Poverty Coordinator, or be in touch with your local Community Action Program primarily to get the benefits of the experience we have had. It is not only our experience - our job also is to find out what you are doing. We are not that arrogant to think that the only good things that are happening in the country are those things that we fund. After all, you have your own library act, the education act, State programs and local community programs. We are going to try to get all of this kind of information out to you.

Question: "What will so many Federally financed programs do to those financed locally or through voluntary contributions?

Bookbinder: Not only have we stimulated antipoverty grants and antipoverty institutions, but there is not an institution in the country that has not been affected. For example, take the simple area of charitable contributions. One of the great fears expressed a year ago was that the people would say that the government is taking care of all the poor people - no need to contribute money any more. The various Red Feather organizations, Community Chest organizations were concerned. The fact is that in 1965 the total Red Feather collections were 10 percent greater than in 1964. What has happened is that institutions and individuals are now sensitized more than they have been before to the need of those who have been neglected. More is being done, privately as well as through Federal funds, and locally as well as nationally. But there has to be a "give" also. The established institutions ought not resent the fact that a parallel activity may be going on in the name of antipoverty. There is so much to do that no matter how much the programs, called poverty programs, do in the field of education, counseling or housing or anything else, there is plenty left for the old institutions. Do not worry about running out of business!

Question: "Last year we started a very comprehensive Headstart program. We went out and hired teachers in September. The program called for $10,000 for 200 children. In case that program is not funded, we have people on our staff on the payroll, and yet they want to cut down to one-third of the county allotment and still progress. Is this likely to be a continuing problem?

Bookbinder: We had a general problem of getting the year-round Headstart started. We had a shortage of funds with such a popular program as year-round Headstart. The costs were about six times as much as a summer Headstart. So we have probably reached only about 100,000 kids during this regular semester that is starting now, but there are enough funds in the new Federal budget for next year so that we can count on something over 200,000 year-round Headstart enrollees. For this coming summer, we are now assured enough money for a program at least as large as last summer. So at least another generation of kids who are entering school for the first time this fall, another half million of them, will get 6 or 8 weeks of preparation. And by the way, I am delighted to tell you that the tests all show that the kids are benefiting. After all, it is one thing to figure it out conceptually and it is another thing to test it. Tests have been made and the results have been coming back - the control tests of a given group who have had Headstart and the same type of kids who have the same environment who did not have Headstart going to the same school system - the evidence is now overwhelming. Those who have had even one short summer of exposure are doing significantly better in the first grade or in kindergarten than those who did not have it and you will soon be seeing and reading, you will be having pamphlets in your library that will give you these details at great length. I think it is just a great thing for the whole educational system of this country. But do not rest on that, because if these kids have to go on indefinitely to the same school systems that we have, even a Headstart experience will soon be wasted.

Mr. Bookbinder: The question is that some people worry that the antipoverty program may take the steam out of the civil rights movement. I think it is not a diversion - I think it is a necessary avenue. But that question is not different from another one that was asked frequently. Some say this poverty program is a great fraud. You go out and tell the people who are poor that this is their salvation and they may believe it and believing it, they will not do what they really should do, which is to knock on doors, and scream and demand and "take over power," whatever that phrase means. This is going to be blinding them. We must continue to work for voter registration in the South, rebuilding in the South, rebuilding the Harlems and making it possible for people to live wherever they wish. All of that has to be done - *de facto* as well as *de jure* segregation must go. There are many other ways too in which we must continue fighting the civil rights battle, as civil rights. But, really, the big thing from now on is providing opportunities for people who are nominally free and equal today more than they have ever been before, except for those few years after the Civil War when some people thought the revolution had already come. Well, now we have to provide the opportunity and, being people, being human beings, we just do not destroy the present generation and say, "OK, every kid born this morning from now on is going to be equal, is going to go to a good school." We have millions of Negroes and Puerto Ricans and whites who today bear the mark of 200 years of great discrimination, of exploitation, and the kids who are 3, 5, 10, and 20 years old and are now burdened with the neglect and discrimination of the last 100 or 200 years. So we need now not just additional affirmations of equality but what we need are gigantic programs of corrective action for those who are suffering the cost of segregation in the past. I do not know of a better way to say it than to tell the story that Whitney Young told the Congressional hearing a year ago. After he gave his general statement he said, "You know, I saw a television show recently, a national program, in which were a number of 10-year-old girls who were on a panel. They were asked the question for the day. And the question for that day was 'What kind of man do you want to marry when you grow up?' And there was one Negro girl on the panel. Her answer was 'I want to marry a man with a job.'" That was the height of her dreams. There are millions of poor kids in America today who have never known the experience of having a man in the home who goes to work in the morning, comes home in the evening, brings a paycheck, talks about the office or refuses to talk about the office, or the factory, as the case might be, some kind of regular living where the kids in turn have a feeling that when they grow up they will be able to go to work in this society. This does not exist for millions of kids in this country. And these kids are bearing the cost of our past failures; it will not do any good just to make speeches about civil rights. Now do not misunderstand me - the speeches on civil rights have to be made and those additional actions must be taken, but unless we develop workable programs of education, counseling, and all these other things, then the civil rights victory will be to no avail.

TUESDAY MORNING - FEBRUARY 8 - PANEL I: Federal, State, and Local Agency Relationships in Antipoverty Programs with Special Reference to Objectives and Policies Relating to Adult Needs

Margaret C. Hannigan (Moderator)

Dr. Jack M. Sable:

The Economic Opportunity Act of 1964, popularly known as the antipoverty program, requires - in its printed form - 27 pages. Any attempt to summarize the provisions, even those relating only to adults, must of necessity touch only the high spots.

With the above premise, this presentation will deal with the entire act from a state's viewpoint and will provide an overview in capsule form of the interrelated roles of the Federal, State, and local governments, as well as of private organizations.

Future investigators of the past - our present - will when looking back upon the Economic Opportunity Act, regard it as the catalytic agent that precipitated the disintegration of the age-old affliction of poverty. The act helps to ease our national conscience by recognizing that poverty is a concern of all citizens, who in this country "are" the government. In this act the government, recognizing that each individual is a vital part of society, assumes its obligation to provide for each the means with which to fulfill his essential material needs if he is to contribute to society. Government proposes to achieve these goals by giving man the opportunity to help himself, the potential to change his environment, a "must" if the downward spiral of poverty is to be transformed into the upward spiral of contribution for each citizen.

The Economic Opportunity Act is not - and let that be repeated - not a welfare program. It provides no handouts. It is basically an educational program, a training program for man to benefit from opportunities that have not previously been available to him. The ultimate goal of man must be employability, of usefulness to his society, whether his employment is for remuneration or in guiding the next generation. While recognizing the potential contribution that can be made by wives and mothers who are not employed outside the home, the program gives direct attention to means of training the now unemployed, employable and the underemployed, to helping potential labor to acquire skills and to upgrading the skills of those who work at low levels of their potentials. This policy in a sense becomes the basic approach or basic thrust; its aim is to help the individual provide the means to help himself, to move out into a broader social setting and to earn money from a job which adds to the nation's production and wealth.

The State Office of Economic Opportunity is in closer contact with the citizens to whom the act primarily relates than is the Federal office. In New York State, the State Office of Economic Opportunity (located in New York City) coordinates the efforts of the various departments of the State government which participate in the economic opportunity program. It also provides technical assistance to agencies in preparing their respective Community Action Programs. Another service provided by the State office is the provision of or arrangement for special training to assist communities in staffing their respective programs.

The heart, the key to the entire antipoverty program is Title II, Urban and Rural Community Action Programs. The State office helps any requesting community to establish its Community Action Agency (CAA), which brings together all civic-minded forces of the local community, public and private. The act requires inclusion of representatives of the economically deprived in each CAA. Guidelines for the development of a Community Action Agency suggest that one-third of the membership represent the local government or "power structure." Another third is to reflect the broad base of the community-social agencies, religious groups, service clubs and similar groups which are interested in the general improvement of their community. The remaining and vital third must be members of the group to be served - the economically deprived who must be involved in the planning and carrying out of programs. If the people to be served have no contact with the concepts of the antipoverty program, the entire program is lost - and the welfare program continues. It is the interest and participation of the last-named third which is essential to getting any Community Action Program "off the ground."

The needs of a community are determined by its Community Action Agency. A Community Action Program is developed to meet these needs, with program components coordinated in such a way as to achieve the objective.

The Northeast Regional Office (located in New York City) of the Office of Economic Opportunity is authorized to approve costs up to $500,000 for any single component. The value of the component is determined by the regional office, whose officer signs the proposal and sends it to the governor of the appropriate state in the region. The governor may sign or veto the proposal; if he does neither, it becomes law on the 31st day after he receives it. Governor Nelson Rockefeller of New York State has signed all proposals submitted to him prior to the date of writing; components of these proposals total almost $80,000,000. Once approved, the component is funded, which makes possible its implementation in the originating community.

The work of the State Office of Economic Opportunity in one sense is to provide the technical skills required in the implementation of community programs.

There has developed an entirely new "science" of preparing proposals for components, of helping the community find and contact the proper resources needed in the determination of percentage figures for the component. State staff help the community to bring in all available individuals representing State departments participating in the antipoverty program. The Community Action Agency would seek out the representatives of the State Departments of Education, Labor, Health, and Welfare, for instance, and the State office would seek cooperation of any other State agencies whose special services might be required. For example, the State office would arrange with the Library Extension Division for a community's library extension program. Staff members of the State Office of Economic Opportunity would then help the community in bringing these representatives together. In many instances staffs of our State departments have been participating in local community programs, working with the economically, culturally, and socially deprived.

What the State office is doing now is to focus upon means of helping State and local agencies become more cognizant of the need of what we call "Operation Outreach." This effort may be the key to various programs, perhaps some of the library programs. Library services are offered to youth centers, where hundreds of teenagers gather. These young people might never walk into a library, but many frequent youth centers while seeking jobs. In other words, the State office is "moving the mountain to Mohammed, since Mohammed will not walk to the mountain." In similar fashion, all of us must be innovators, think of new methods, be more creative in offering available services, reaching out to people who would not ordinarily utilize the benefits now available from the social welfare agencies, youth bureaus, library programs, and many other services.

The writer is interested in developing a master plan. A long-range coordinated program for attacking the roots of poverty is essential. The time has come when all of us need to pool all our resources in building an effective approach to the problem. Some of us during the past year have considered that "the job" itself may be the key. Job opportunity and development of manpower skills may be the tools that will reverse the direction of poverty's spiral.

Assuming this hypothesis to be correct, the next step would be to develop supporting satellites, similar to the satellites now circling the globe. One such satellite would be day-care centers for children of mothers who wish to work outside the home and of fathers who must be trained for new jobs. An effective manpower development training program in a community does not simply train a person - it helps him to move into a job. Training, *per se*, may be of no value. Several training programs were found to be ineffective. What was the trouble? Training was given for jobs that did not exist in the area. A training program cannot be done in a vacuum; it must be related to job opportunities in the community. Are the existing labor shortages in a given community such that training or retraining of available unemployed manpower can fill the vacancies? The library component of a Community Action Program could be geared, at least in part, to motivating people to seek training in broader or higher skills which would help them to obtain employment or increase their earning ability. In this way one program can serve as an ancillary of another. Libraries can provide information services to the economically deprived as well as to those individuals already availing themselves of the various services offered by libraries.

A job serves an important function to an individual - it is the base of economic security for the household: father, mother, children. A job engenders self-confidence and calls forth respect from others. Children are influenced by parents - if children have no parent who works, if the family exists on welfare funds, the children have no example to follow in becoming self-supporting in their own adulthood. Friction can easily develop between parent and child when the child cannot, because of lack of money, participate fully as a member of his peer group. The parent with a job provides an entirely different environment for the children, and this different environment gives rise to subsidiary benefits to every member of the family and to the community. If the parent loses his job, not only does the living standard of the family suffer but the sense of security is lost, bringing in its train many concomitants.

In conclusion, it should be emphasized that the staff of the New York State Office of Economic Opportunity wants to work with you, with all communities; we want to bring you and the Community Action Agency closer together; we want to help you in providing the services you offer to the economically deprived who so sorely need them. Let us all work together to help every citizen contribute in optimum degree to his community and mankind. Certainly library service, as the writer looks upon it, is a candle in a dark community - an offering of light to many.

Leslie Holloway:

The Dutchess County Economic Opportunity Office opened last September and this business of trying to get people involved, trying to coordinate and to get proposals in, is a time-consuming operation. It is most interesting and most stimulating to sit with groups like this to hear what is being discussed on the upper levels. We have been finding out that all the poor want are jobs. The primary adult need is money - just plain dollars. We could give them money - that is welfare and I am not interested in it. Surprisingly enough most of the welfare recipients are not either. They come to our office and they talk to us and they say, "All we want is a job, get us a job!" That is not as easy as it sounds, as you know. First of all it has got to be a job with some dignity; it has got to be a job that pays a living wage and maybe we ought to think, experimentally anyway: What is a living wage in terms of a family? Not in terms of a job, but in terms of a family. It is one thing to get a job, it is another thing to hold a job. A third way of getting money is business - going into business. Under Title IV of the Economic Opportunity Act, the Small Business Administration may approve small business loans up to $25,000. Demands for these loans were so numerous, however, that the SBA ran out of loan money, and applicants are unable to borrow money. I would like to ask if the State should not have some responsibility for this program. These people cannot go to a lending institution of any kind to borrow money. They are considered too high a risk. There is a real need, however. The objective of the poor adult then is to get money, a job, start a business. He is not interested in welfare. There are cases, however, where welfare is absolutely essential and it is up to the government to provide more than an existence in these cases.

Therefore, our policies ought to be job-oriented. Can the nonprofessionals fit into your library organization? When I say fit into your organization, I am not talking about just being a janitor or somebody that does all the menial work. How can a person get into the kind of job in a library where he may become a real part of it and have a chance for advancement? I hope that libraries will change their structure sufficiently to allow for this kind of position.

Dr. Thomas D. Paolucci:

For a while here what I thought I would do was simply add my name to the presentation given by Dr. Sable because we seem to have a great deal in common. We in the New York State Department of Labor, because of our responsibility and because of our organizational location within State government, work very closely with State agencies. We also work very closely with agencies at the Federal level as well as community agencies at the local level.

I want to point out several different roles, several different responsibilities that the State Department of Labor has. We have three primary responsibilities, but I will pinpoint the responsibility that seems to be focused here on the central issue at the conference. One of the responsibilities that we have is to promote industrial peace between labor and management. A second major responsibility is to insure safe working conditions for the people of New York State.

The one that I would like to "zero" in on is what we do, working with other State agencies, to make sure that we do our part in taking care of the economic needs of man. The "job need" has been mentioned any number of times. We feel this is very important. We also feel that this is part of the role and responsibility of State government, because I do not think we can separate the education of the individual from the training and job placement need of the individual. The central issue then becomes: What can we do for the individual to make sure that this man is properly placed in a job that can be used as the resource for many of the things that he needs?

These are some of the things that we do. We have within the Department of Labor a Division of Employment consisting of approximately 7-8,000 highly qualified personnel. This division has been in existence for about 30 years. This division has a wide variety of programs designed to meet the employment needs of different groups. For instance, we have a strong program designed specifically for the underprivileged, the disadvantaged. We have established what we call Youth Opportunity Centers whose main concern is recruitment, selection, training, and placement of unemployed and/or disadvantaged youth. These centers are being established throughout the State.

You may not be as familiar with some of the other programs. For instance, we have an Outreach Program which is also within the Division of Employment. The purpose of this program is to reach the unemployed and underprivileged youth in their "backyards" and inform them of the training and employment opportunities available to them. The goal of this program is to acquaint youth with employment opportunities in the area and to encourage them to go to the various opportunity centers for help. At the opportunity centers we provide the following services: we provide a testing program, counseling, a training program designed specifically for their needs, and job referrals.

We are responsible for the Manpower Development Training Act, commonly referred to as MDTA, a program that has been in existence since 1962. During the year 1963-64, State government - and this involves cooperative efforts by a number of agencies, Department of Education as well as the Department of Labor - was responsible for programming and implementing 119 different projects throughout the State, reaching approximately 8,000 trainees.

This Manpower Development Training Act has three different phases. Phase I is the "institutional" approach to the training of individuals. In this case, the Department of Labor, through the Division of Employment, conducts extensive labor market research at the local level. This is essential because we are not permitted to provide or to develop any training program unless there is a reasonable potential or assurance of getting a job. Once we have identified various occupational needs, then we provide a testing program for the unemployed and develop a training program in conjunction with the Department of Education. From this point on the Department of Education takes over in implementing the institutional training needs for this group. Our placement has been quite high. Our records show that placement, as a result of the institutional program, is somewhere near the 75 percent figure.

The second phase of the Manpower Development Training Act is what is called on-job training. On-job training is designed to provide the training necessary for the jobs within the confines of business and industry organizations. Again the jobs must be there. We assist organizations in identifying the people who can profit from this program, and then insure that adequate training takes place on the job. We have had some difficulty here. We are able to identify training needs, these on-job training needs. However, employers have a goal, i.e. to insure trained manpower for their particular business at the time when that manpower is required. Sometimes it takes us a year, 18 months, even 24 months before we can actually get approval, funding approval, to implement the project that we have in mind. When an employer needs 50 people, for example, within 3 months, he is unwilling to wait beyond this period or until we actually get started. So he has found it necessary to take off by himself to do the necessary training.

We also have under operation a special project named WELD. For this project we have a $600,000 Federal grant, and are presently recruiting and employing approximately 600 disadvantaged youths. The objective of the project is to provide these youths with work experience which will prepare them for entrance into the labor market. The work experience has been fine, but we have found that we must go beyond work experience if the project is to realize its full potential. Some of our youngsters in the WELD project have a great deal of difficulty in the communication skill. In a number of cases we have actually had to letter the alphabet so that WELD participants could effectively carry out clerical filing assignments.

As librarians there is one suggestion that you might consider. I suggest the establishment of an information bank in your own locality, an information center containing information, data, materials, etc., on local, State, and Federal training and poverty projects and programs. Then establish some sort of a dissemination program to keep the people, who are concerned with the various programs and projects, informed.

One additional point I would like to make is that any plan involving the disadvantaged and hard-core unemployed must involve long-range planning. We are working with individuals who have been in these categories for many years, in some cases generations, and I for one do not think we can actually solve the problem in a matter of two or three years. It has to be a long-range program; progress is going to be very, very slow. It is, however, most essential that responsible agencies address themselves to the social, economic, and career needs of the approximately 30 million people who can be blanked within the framework of the various Federal, State, and local groups dealing with the poverty program, the various training programs, and the various educational programs that now exist. Thank you.

Dr. Philip Langworthy:

We have been placing a lot of stress so far particularly on the work of OEO (the Office of Economic Opportunity) and, without in any way trying to diminish the impact of OEO, let us just look at the bigger perspective for a little. Education in New York State this year will cost somewhere over $3 billion. Of this, including the OEO money and including the ESEA (Elementary and Secondary Education Act) money, the total Federal contribution will be between 7 and 8 percent. In other words, the bulk of the education fund is State and local money. I do not mean to imply in any way that OEO money is not important. Aimed as it is at attacking poverty, it is very important, and I think it is extremely effective, considering the length of time it has been in operation. It will certainly be interesting to see what the OEO programs look like 5 or 10 years from now.

Since I am here representing the Education Department, I should not speak from only one phase of the department's program, and so I would like to bring to your attention the fact that there are in your packet several items from the various phases of the department's work which should interest you. I would like to mention the sheet that Myra Woodruff has in there, and there is a very brief, but good, explanation of the work being done by our Elementary Supervision Division in the summer programs for migrant workers. This is a small but effective program with which I work quite closely and which I feel very strongly about. I would like to point out also the colored sheets which represent the Bureau of Guidance programs. These are State, not Federal programs: Project ABLE, Project Reentry and Project STEP and the latest one, Talent Search. These are again small, but I think quite effective, and in a sense have been part of the leadership in this attack on poverty. Dr. Pelone has contributed a descriptive sheet having to do with services for handicapped children under Title I, the identification of the educationally disadvantaged. There is also a summary of the projects Federally funded through the Education Department, which was written by Charles Quinn, the person who handles the money.

I would like to point out that all of us have a very fundamental problem. And that problem is to keep up with what is happening in the world. We were brought up to believe that the world is something stable, fixed. And now we have shifted over to a world in which, instead of taking Newton's first law of inertia, stability, as the fundamental, we now take Einstein's theory of motion as fundamental. All of us, you, your institution, your library, must keep changing to fit or to keep up with society. This is basically our big problem, particularly in our work with adults. Whether it is the Office of Economic Opportunity, the State Education Department, or library service, all of us have this tremendous job of trying to help people who have been brought up to believe in certain fixed ideas and skills to become viable, adaptable, and to catch up with what is going on. This requires tremendous effort. It is highly desirable, but will probably not be completely successful. I do not say this in any sense of discouragement, but the necessity of self-renewal, as John Gardner puts it, is probably not possible for all people toward whom we aim this program. In this program, obviously, this change in attitude, and change in education, is more possible for the young; and I hope that we will be able to continue to aim our programs at the young. We do work with Headstart, and the work of ESEA is aimed at the groups that are less fixed, less stable, and therefore more flexible and more adaptable. I am very hopeful that we will be able to stage programs with more imagination than we have used so far for the young adult, for the 17- to 21-year-old. Do not misunderstand me - I am not trying to be discouraging about our work with the older adults. Certainly it is fruitful and it is essential, but we must not expect that that is going to solve the kinds of problems that we will hope to solve at the younger level.

From the standpoint of the libraries - libraries have always seemed to me to be a stable, fixed, set type of organization, and it is delightful to see that this is not necessarily so. I am delighted to participate in this activity and hope that we all can continue to participate in the efforts of librarians and people interested in library service, to bring these elements of self-renewal into library service. Libraries, schools, the State Education Department and other institutions must learn to develop the same qualities of flexibility, of adaptability and of self-renewal.

Henry Drennan: (Coordinator of Public Library Services, Library Services Branch, Office of Education, Washington, D.C.)

First I want to bring to you the greetings of our new Commissioner of Education, Harold Howe. He, Mr. Keppel, and Mr. Gardner are very interested in this kind of intercommunication, this dialogue that all of us are setting out to conduct today.

Yesterday afternoon as I rode for the first time on the bus along the banks of the Hudson, I noted the decay of the village main streets, as I had seen it in the West, as I had seen those vacant sun-bleached windswept store fronts in western small towns. I thought again as I witnessed your villages that what the public library is confronting, what our dialogue here is about, is not the poverty program. What we are talking about is urbanization in the United States. We are about to set out to reexamine the public library's public and although we call it urbanization, it is not that simple. It is equally a crucial rural problem. We have in the past 20 years passed through a silent, violent, technological revolution in agriculture. I can recall this revolution in the protesting words of a farmer's wife in Idaho, a staunch member of the Farmers Union, when she said to me, "Mr. Drennan, if you put all the farmers off the farm, they'll only come to the cities as unemployed." You can recognize the same problem from the pages of *The New York Times* two days ago when it told you the plight of the people that live in the tent city in the delta of Mississippi. Forty-five percent of these people are likely to lose their jobs, to have them eroded through new chemical technology, through new programs in agriculture.

We, all of us, are facing this sharp social problem. You here in New York have led perforce, I believe. Your systems, I propose, in a large part, are means of dealing with the growth of suburbia. The beginnings of your antipoverty programs are often attempts to deal with the crucial plight of the core city. What in general is the expressed response of public librarians to the poverty program? The public library as I see it is now faced with a problem of perception, of recognition. We need badly to confront the social revolution of our time and in our confrontation we need to be recognized by our colleagues, by our fellow educators, for the task that we can perform. To use the felicitous word that Mr. Bookbinder employed last night, we need to perform our socializing tasks. I often think that the public library must be the last model of a purely *laissez faire* mechanism preserved in our society. Many librarians seem to believe, and I am somewhat impressionistic here, that all have an equal opportunity to employ the knowledge on public library shelves. This is akin to Zola's aphorism when he mused on the majesty of the law, which meted equal punishment to the offender apprehended sleeping under a bridge whether he be rich or poor.

But I exaggerate to make a point. Around the country, and I have been around the country recently, I have heard two repeated statements from librarians: "But we serve everybody now." We know this is not true. Somebody here, I think he was from Long Island, last night quoted statistics to deny this. The other statement: "We can't lower our standards." Of course we know we do not serve everybody now. We serve largely an aggressive, learning segment of middle-class children and young adults. What about the 83 percent of the people that Philip Ennis recently identified in his study on adult reading, those 83 percent of the people whose income is below $7,000 a year and who have less than a high school education? These 83 percent of the people read neither books nor magazines. For whom are our standards? How useful will they be when soon 8 out of 10 Negroes, largely from the rural countryside, will live in Northern states? When we build symmetrical library systems with our regional reference system centers dotted about the landscape, are we building ladders of educational escalation, are we perfecting middle-class mechanisms of success? I think we need to think, beginning now, that we are doing more than conducting an emergency operation in the poverty program. At the midwinter conference I heard The New York Public librarian say, and some of you in this room heard him say, "In New York City we are not talking of something new or strange, we are returning to those hopeful programs that began under the W.P.A. in the 1930's. We are returning to those programs and ideals that we began hopefully and that we had regretfully to drop."

We need, then, not to forget that when we build our systems they must contain an enduring component of compassion. For many of us, the poverty program is our first introduction to urbanization, to the public of the 1970's. If we public librarians are having some difficulty identifying landmarks in an age of change, on setting out on a new course, it is not strange that some of our colleagues in education are puzzled as to our role. We may have been the silent service too long. We need to join with our colleagues in education. All of us, as Mr. Bookbinder suggested, need to join in a common purpose to bring all the power we can to bear on the stubborn, rooted phenomenon of poverty. I compliment you here on the idea of this meeting, that we are here to conduct a dialogue with other educators. The dialogue will not be easy and I think that it will need to be repeated probably. To me there is one embarrassing question and it always embarrasses me when people ask it: What do you do? All of us assume our activities are explicit; they require no explanation. But after engaging to a limited degree in the dialogue with some of our fellow educators last night, I found that they do not know what we do, and not knowing what we do, cannot know what we are able to do. One thing that librarians are doing is evidencing a great deal of interest in the poverty program. At the midwinter meeting I was somewhat appalled to learn of the numbers of programs based on the theme of poverty that are projected for the New York conference. But in the words of a Chinese statesman: "Let many flowers bloom."

You ask that in my remarks I pay some attention to adult participation in the poverty program. A few libraries have hired adults under the Work Experience Program. I believe that there are two programs called the Work Experience Program, if I am correct. This is the Work Experience Program administered by county welfare departments. It is a small program often overlooked that can be most useful. The greater public library interest for adults is in the field of the functional illiterate and the newly literate. Many New York meetings will be on that subject. There is, I understand, a proposal, and there may be others, being developed from the University of Wisconsin, with the assistance of key people on the appropriate committees of ALA, to initiate study courses in selected library schools to broadly train program adult services people, not only in materials and techniques but in terms of the social, cultural milieu for work with the functionally illiterate, the learning literate. You are aware here of the programs of your own metropolitan libraries, programs they are conducting to reach out and to teach adults in a new, harsh urban environment. You heard Mr. Bookbinder describe the heroic activities of Betsey Daley in the manner in which she almost, by disguise, had to insinuate herself into the confidences of a group of new learners. I am proud to hear Mr. Bookbinder describe this activity of the Charlotte, North Carolina public library.

Public library participation through funding by OEO can be thought of as great or small. I cannot say how many libraries hire young people through the Neighborhood Youth Corps or similar programs. A few local libraries and one regional librarian in Washington State have developed financial contractual relations with Job Corps camps for services. This number must be quite small. Most public libraries have either ignored until now or failed to obtain entry into the Community Action Program. I know, and I could be wrong, of only one major metropolitan library, Baltimore, that has a program functioning under CAP. I am informed by OEO that in this year, fiscal 1966, there were 18 library service projects pending, for a projected amount of $1.4 million. However, in this same year, fiscal 1966, the central information source at OEO was able to identify only three projects approved for $56,000 in committed funds. Actually, I think that the computer did not tell us all. I think there are more programs than this, but their number is still slender. I have estimated that there are, or have been, two or three times more funds from the Library Services and Construction Act spent on poverty programs than have been received from OEO grants for CAP. The LSCA funds are generally concentrated in California and in New York State. As a public librarian, I am concerned that we are not heavily represented in CAP projects. I do consider it the crown jewel of the program, and as a member of the ALA Committee on Economic Opportunity Programs, I am pleased to inform you that we are planning to meet with the relevent Federal officials in Washington in March to seek out means, in counsel with them, on how to join effectively in this movement. This same ALA committee, jointly with the Children's Services and Young Adult Services Divisions,has asked ALA to establish a person to represent it on poverty programs in Washington. One of our speakers mentioned the need to keep informed. We do have that means to an extent.

I would like to call your attention to the January issue of the *School Library Journal* in which my colleague, Miss Winnick, has summarized poverty programs and once again presented them in a convenient chart, a convenient tabular form. I do hope that you will use this publication. I also would like to call your attention to the preprint of the February issue of the *American Library Association Bulletin*, in which I and my colleagues in the Library Services Branch have attempted to assemble and to describe all Federal programs which affect all kinds of libraries. I have a number of copies of these available - please take them.

We need to take advantage of the new Federal education legislation. It is possible for public libraries to participate in some degree in all three titles of ESEA. I refuse to call it EASY - I do not think it is going to be easy. Their participation, I believe, will be based on present or developing relations with educators and will be based on the innovative ideas that librarians can propose. Although this is a partial digression, I would like to urge you, public librarians, to think of yourselves as educators. We need to be continuously alert from now forward concerning new Federal educational legislation. These are the years when education is proclaimed the foremost task on the national agenda. This is the year, 1966, when at least one-half of the American population is 25 years of age or less. I think you know that from your library public. These are years of great social change, of sharpening urbanization. You have begun to meet the problem of the public library's public. In probing or groping to recognize the problem you can obtain recognition for the library from your fellow educators, recognition from your community. You can be innovative agents of change. To be effective, we must obtain both types of recognition.

QUESTION PERIOD - PANEL I

Mr. Holloway brought up several problems.

(1) The local practice of having projects and funds determined by the vested interest groups and coming from the top defeats the purpose of the act even though the projects may be worthy. He thinks we should listen to the poor and develop programs with their participation.

(2) The delays in approval and funding of projects seriously hamper programs. Is anything being done to cut red tape? Action is needed today!

(3) He gathers that educators feel that remedial reading projects (under ESEA) are of primary importance. Is anything new being done by Federal or State departments in this field?

Dr. Langworthy agreed that paper work involved in allocating ESEA funds is complicated and that the present basis of allocation of funds is not defensible or realistic, partly because it is based on 1960 census figures and this is 1966.

James Eadie, director for General Studies, Education Department, spoke from the floor on the remedial reading question. The emphasis in the department is on developmental reading rather than remedial reading. The remedial reading projects as a rule seldom have been approved. But schools are becoming more informed of the new trend and are invited to come to the department for help in developing reading programs. A syllabus in developmental reading is being tested in 200 schools, teachers are being trained in the program, and a new Bureau of Reading Education has been created.

Ralph N. Schmidt, Jr. made a plea for offering speech training in the poverty programs. He says that the basic speech skills are of major importance and are being neglected.

Dr. Langworthy agreed on the importance of speech and said that it will receive more attention from now on since two speech specialists have been added to the staff of the Bureau of English Education.

Dr. Sable stressed today's need to motivate people and to help them bring out their best potentials. This is our role as professionals and educators. Turning to the problems involved in dealing with the jungle of programs available, many of them crash programs, he urged that all agencies involved try to coordinate their efforts. This can be done through the Community Action Agency. He reminded us, too, that the war on poverty cannot be won overnight. So the important thing is to set up lines of communication and coordination. He answered Mr. Holloway's complaint about local projects by saying that there are Community Action Agencies where the economically deprived express themselves and take part in planning, and that the OEO is continuing to work on this.

John A. Humphry, director, Brooklyn Public Library, resource person for the panels, was asked for his comments. After questioning (1) whether officials of the various agencies make use of public library resources in their work, and (2) whether public libraries are collecting, organizing, and making available the information needed by these agencies, Mr. Humphry suggested that the public library be thought of in terms of assisting in the antipoverty programs. As examples of ways in which libraries can participate in programs, he cited several examples of programs developed cooperatively between the Brooklyn Public Library and other agencies. The Brooklyn Adult Center (umbrella for a number of agencies like Aid to Dependent Children, MDTA program, etc.) asked that a library be established to help train and retrain people and provide them with the general information they need. Instead, the Brooklyn Public Library set up a resource center in an existing library a few blocks away from the agency, thus offering the reference and other services of the library in addition to the requested material, and having the added advantage of bringing people into the library. The Board of Education and the Brooklyn Public Library worked out a program in connection with Operation Second Chance. The board provided funds for books and the library developed a book collection and set up a study center for adults in this program. At the request of Youth in Action the library made its reference staff and collection available to help meet the needs of young people hoping to find jobs. This also involved providing information needed for conducting a study of the community and the neighborhood in which the program was to operate. Mr. Humphry emphasized the importance of using resources already in existence through planning and cooperation, thus strengthening and augmenting public services.

Ten-minute buzz sessions were held at each table. The moderator instructed each table to come up with one question, preferably one related to library service.

Question: How can a library be set up to help the disadvantaged most? Should these people be expected to come to the library or should the library go to them?

Mr. Drennan answered that librarians are attempting to reach the poor in many ways but are really just beginning to find the answers to these questions. He gave several examples. In some places in North Carolina and Kentucky the poor are hired to go from door to door to tell people about library service. In Brooklyn, New York, they are using community coordinators who are "floating" or "detached" librarians working in the community. In New Haven, Connecticut, three branch libraries, funded by EOA and called neighborhood centers, offer many types of activities in addition to library materials and services to attract the poor people in the neighborhood. These are places where things are happening and where communication is taking place. He thinks we may need to go back to using deposit stations, little collections of books distributed throughout the city.

Miss Hannigan here referred the group to *School Library Journal*, January 1966, which all participants received, and *Library Journal*, September 15, 1964 for additional examples of what libraries are doing.

Mr. Humphry said that librarians should be willing to depart from traditional and established patterns of library service to reach people. In Brooklyn, they plan to send an Econovan to disadvantaged neighborhoods. It will carry samples of all kinds of library materials - books, pamphlets, films, and recordings - so that the person who is unacquainted with the library will see what is available. He will learn where the nearest branch library is and what services he can expect from it. He referred to a list of recordings for the disadvantaged developed by the Brooklyn Public Library which appeared in *Library Journal*, January 15, 1966. It is called "American Language and Culture; a Selected Discography," and was prepared for a teacher who saw the advantage of trying to reach people through recordings as well as the printed word.

From the floor came other suggestions and comments. One was that in NDTA and other training programs, as well as in educational programs at all levels from elementary through high school, there should be more training, ongoing training, in using the library as a resource. This should include regular trips to the library. Eleanor Smith said that in Brooklyn, the Operation Second Chance classes visit the library at the beginning of the semester. They take out library cards, learn about the library, and borrow books. During a second visit late in the term they have a chance to talk about what they have read. The opportunity to open the world of books to these people is one of the most gratifying group experiences the library staff has participated in. Many of the students become regular library users.

Question: There is need for a manual of techniques in handling these classes of adults. It should have guidelines that would be helpful in all-sized communities. Could this be prepared at the State level with the help of the people engaged in this activity?

Kay Adams said that in Rochester they have started this give-and-take with manpower and would welcome a manual.

Miss Hannigan asked that anyone working on a manual inform the Library Extension Division so that efforts can be coordinated.

Question: We have been talking about getting material out to the people. Do we have the right materials to offer these people?

Casindania Eaton referred to the ALA list, "Books for Adults Beginning to Read," given to all participants. In The New York Public Library the adult librarians acquaint themselves with the materials available. When Operation Second Chance classes visit the library, the librarians are prepared to introduce them to the materials. As a result of the visits, many class members take out library cards. In spite of the success of these visits, NYPL does not have all the answers and would welcome a manual.

Eleanor Smith, as a longtime worker trying to get publishers to publish good and suitable material for adults learning to read, pointed out that the greatest handicap of libraries in working with these adults is lack of materials. But she stressed the fact that publishers must have a market, that we are a market, but we have to prove it. We have to buy the books that are available and let publishers know that we will buy new materials. This is a problem for adult educators and librarians to face.

Dr. Paolucci suggested that we take the development of libraries one step further and try to establish home libraries, using paperbound books and giving trainees materials to use and keep. He thinks this is necessary to encourage a climate for the development of communication skills not only in schools but in the home. In planning projects we should include funds for this purpose.

Mr. Hapeman said that in Rochester materials have been placed on extended or indeterminate loan to neighborhood leaders and agency workers who in turn lend them to people in the community. These include experimental materials which usually are not carried by libraries. He questioned that libraries are prepared to go into this type of distribution. If they do provide material for agency loans, they will need an expert in guidance, in training, and in easy-reading materials on the staff. Two ways of getting the material out to the people would be through outreach workers (a large field staff would be required), and working through agencies. The expert on materials would provide a central resource for all agency persons in the community.

At this point, the group agreed to hear the questions from the remaining tables and save the answers for later discussions.

Question: How do all the agencies concerned communicate with one another; how do they really work together? More specifically, how can the public library be of service in this area? Why do local groups, looking for new, imaginative ways of reaching the disadvantaged, so seldom know of the interest and resources of the public library? How can better communication be brought about?

Question: What can be done at the State level to guide and inform libraries on ways and means of becoming an integral part of the CAP?

Question: In large rural areas with many communities, how does the library system find out what programs are being carried on in one place or another in the area, and how the libraries can work with them? (EOA especially, but ESEA as well, since as many as 45 school districts may be involved.)

Dr. Sable: Community organization is a science unto itself and concerned with outreach, bringing people in. I am going to raise some questions, perhaps in the course of answering some of the questions. How many librarians have organized councils of the deprived, have gone out to bring in the people from the various depressed and target areas and said, "We want you to sit on a library council and we want you to be aware of many of our problems. We want you to bring in the people. We want you to bring our information out."? How many have gone to the local minister, the key person in many of our deprived areas, to ask that he announce the time the library opens or perhaps that he publish in his mimeographed sheet or publication the new books and some of the new techniques that we have in our library program? How many have gone out and asked, Where is the Community Action Program? How many have gone out to seek information, to reach out to the CAA and to try to find out what is going on at our end and to bring our information over to the local community? I think what is needed actually, is a sense of outreach on your part, as librarians, to join up with us, to raise questions. If there is a question about a county program that does not have a CAA, call our office and we will refer you to the temporary Community Action Agency or perhaps a multicounty agency. But I think what we have got to do is not sit still - we have to go out and motivate people. That is the key to it all.

TUESDAY AFTERNOON - FEBRUARY 8 - PANEL II: Federal, State, Local Agency Relationships in Antipoverty Programs: Emphasis on Objectives and Policies Relating to Young Adult and Children's Needs

Marion Vedder (Moderator):

We have asked Mr. Humphry to summarize briefly what transpired this morning for the sake of those who are new with the group and also to help us focus on where we are now and where we want to go this afternoon.

Mr. Humphry:

This morning we discussed the need to coordinate the programs of all levels of government, to assist adults to become useful citizens and to give them an opportunity to make contribution. Libraries and other public service agencies have common goals in this purpose. We all see a problem facing the disadvantaged adult. We must know, however, the people we serve, we must know their problems, we must appreciate their goals, their hopes, their interests, and their aspirations. No longer can libraries or any other public service agency be content to serve on a standby basis only. We must seek out and attempt in a variety of ways to serve those who need us the most and those people are the ones who are the least apt to come to us. These are the ones for whom it is the most difficult to do the job that should be done. What are the principles by which we can serve these people? From this morning's discussion, I think we can set up about four or five.

1) Each member of society is an individual. Each is entitled to be treated as an individual and with the right and the dignity of an individual. This is basic to librarianship and I think it is certainly basic to those gentlemen who spoke this morning about the ways in which they approach people. Each individual who is served also has an obligation to society and the one who is successfully reached is the one who then recognizes that he has the responsibility that goes with this publicly provided assistance. He seeks opportunity, not dole and not welfare!

2) A total effort is the real answer: a coordinated attack by social welfare, labor, educational, and cultural agencies. The need for a basic program of education is the long-range solution. Certainly the immediate goal is the opportunity for each individual to make a meaningful contribution to society. The long-range goal is the educational, cultural, intellectual advancement of people if our programs have any lasting effect.

3) We must accept the fact that in this day and age we can count on only one constant and that is change. All social and governmental agencies must depart from traditional patterns and time-honored patterns of service if our job is to be accomplished. We heard this morning the mention of urbanization, the need for better communication, the basic problem of reaching the people who cannot read, who cannot comprehend and then do not know what to do with the information after they get it.

4) Libraries must be information centers. The kind of center that will attract, that will command recognition and financial support. The library must be a part of the informational resource, a true educational agency, if we are to have a complete educational program. We do not have education unless we have resources, educational resources, to accompany this kind of program. Education without books is incomplete. We must coordinate our efforts at Federal, State, regional, and local levels. We heard this morning of the variety of programs, the variety of levels of government providing the programs. How are we going to put this all together, even those of us who are directing the programs and know what is going on, to say nothing of the people who are being served? At every turn, the library is going to succeed only if it has recognition as an educational instrument and I think we should stress this point every chance we get and at every opportunity to meet with other people. We are educational, and this opportunity to be an integral part of the program at this conference, where we invite other agencies serving people to hear what libraries are doing, and to learn from other agencies what they are doing, is the kind of program that makes some sense.

This morning we stressed the service to adults, but let us not forget the fact that unless we begin by acquainting children with the joys and the values of reading, and books and libraries, we are not going to have adults in the future that are going to know how to conduct themselves or make a contribution. So this afternoon, we are going to stress the service to children and youth, those adults of tomorrow.

Mr. Claude LaMonier: Senior Manpower Consultant, New York State Social Welfare Department

I am going to talk about Title V which is Work Experience and Training Program for adults, under the Economic Opportunity Act. The overall objective of the Work Experience Program is to expand the opportunities for constructive work experience and other needed training for persons unable to support or care for themselves or their families. The aim is to improve the employability of enrollees by helping them to develop and maintain good work habits, attitudes, morale, and skill. Participants in the Work Experience projects normally will be adults in various Federal or state categories of public assistance and other needy persons meeting similar eligibility requirements. Responsibility for the administration of Title V has been delegated to the Secretary of Health, Education and Welfare, who has redelegated the responsibility to the U.S. Commissioner of Welfare. The Bureau of Family Services in the welfare administration of DHEW has been given the task of day-to-day implementation of the program. The bureau works through state public welfare agencies, who administer the program within their respective states. In this State, it is the New York State Department of Social Welfare.

Projects typically are developed locally in cooperation with local public welfare agencies. In allotting funds for projects, the Bureau of Family Services gives preference to projects that are a part of a Community Action Program, and that demonstrate a sound approach to the problems of poverty in the community. Work Experience and Training Projects may provide either basic job experience in adult basic education to prepare an individual for the simplest kind of work or more extensive vocational training to enable the participant to find and hold the best job his capability will allow. Projects encompass a threefold objective:

1) To develop or prevent the loss of good work habits, attitudes, and morale;
2) To improve and preserve existing skills;
3) To develop new or improved skills.

Thus the actual work assignments can range from such rudimentary tasks as park and building maintenance and laundry work through routine office and clerical work up to skilled factory or industrial occupations. And I want to add to that, library assistant, which I will talk about a little later. Projects must be confined to nonprofit organizations and must consist of work that would not otherwise be performed. Work assignments must not displace or adversely affect regularly employed workers or provide a service normally and continually met by a state or other local agency. Basic to working with the participant in a Title V project is the proper evaluation of existing skills, education, work history, family problems, etc., and the development of a sound plan which takes these factors into account for each participant in the effort to improve employability, so that he can compete in the labor market, local or national, for such job opportunities as may be available. To this extent, constructive work experience and training should not be limited only to those vocational areas for which there are unfilled jobs at the local employment office or want ads in the newspaper. The vocational aspirations of welfare recipients and other needy persons should not be arbitrarily limited by local labor market analysis. There are many hidden job opportunities for properly motivated and trained individuals, who are given special help in job hunting, as they should be, under Title V projects. Of course, work and training should be realistic and geared to fill the employment demands of potential employers. The welfare agency should look to the business community, local concerns and industries, trade association members, chamber of commerce members, local institutions such as libraries, local unions, and to the local public employment office for assistance in developing practical work and training projects. Such consultation with community leaders will also stimulate local interests and cooperation in carrying out the project. The school system should be immediately involved and if the Title II community action program exists, and here I want to emphasize this, Title V planning should be coordinated with it. The basic Title V project can have many variations, but it should always be planned to afford participants opportunity for movement within it at their own pace of upgrading. For instance, the participant who masters adult basic education in the project should have the chance, if he is able, to move up to take high school equivalency work. Likewise, the participant starting out doing unskilled work in a work experience unit, should be moved to a more difficult job within the project if he demonstrates capacity for it. A project should permit flexibility as well as variety and mobility. The expectation is that it will take at least several elements of the project to move a needy, unemployed individual out of the poverty sector of the economy to gainful employment at a decent standard of living. To move to what the libraries can do, I would ask this question: In what manner may the public libraries and the public welfare agencies cooperate? I believe Mr. Drennan alluded to this when he mentioned something about the work experience project in one of the communities outside of New York State. I believe that the public libraries would be an excellent resource for training and work experience for public welfare recipients. Trainees could receive work experience and training on such occupations as library assistant, library clerk, page, desk attendant or other library helper. However, equally important, such work experience and training may provide an understanding of the library as a resource for knowledge and pleasure. This may well pay dividends to the children of the participants in work experience and training programs.

Mr. Phillip Fadgen: Associate Mental Health Consultant, Division of Community Services, New York State Mental Hygiene Department.

The long-range goals of the Department of Mental Hygiene are complete treatment within reasonable travel distance for all mental disorders and all persons requiring service. Good progress is being made toward accomplishing these objectives but studies show distinct relationships between the socioeconomic status of mentally ill and mentally retarded individuals and the mental health services which they receive. In general, these studies suggest that low-income groups are unaware of local mental health resources and delay seeking help until they are in a crisis situation or so sick that they are no longer able to function. Local mental health programs must reach out to low-income persons, and this process of reaching out requires new approaches. Some of the new approaches being tried by mental health programs are similar to those being attempted by libraries, and include the use of storefront facilities and the employment of indigenous nonprofessionals to work under professional supervision.

The antipoverty programs have been a significant help to community mental health resources in improving services to low-income groups, but these new programs have also created problems of coordination among the various levels of government. The Economic Opportunity Act, together with other current Federal programs including Appalachian Redevelopment Act, Manpower Act of 1965, Elementary and Secondary Education Act, and Vocational Rehabilitation Amendments of 1965, makes available more than $3 billion for mental health and mental retardation services, while not providing for the direct involvement of state mental health authorities in the approval and disapproval of local grant applications. Instead, state mental health authorities have had to function as liaison between the Federal and local governments to avoid duplication of effort and to make certain that the fullest possible use is made of the funds available for mental health services.

In New York State, the Department of Mental Hygiene has been fortunate that good mechanisms already exist for coordinating its programs with those of local agencies and other State agencies. I will take time to describe these mechanisms since they can also serve a useful function for libraries. At the State level, the department coordinates its programs with other State agencies through the Interdepartmental Health and Hospital Council, which has as members the Commissioners of Education, Health, Mental Hygiene, Social Welfare and Insurance. At the local level, the department works through the county mental health board, on which are represented the ranking local health and public welfare officials. The boards may also include members of the county board of supervisors, an officer or employee of a local school district, and members or employees of voluntary health, education, and welfare agencies.

For future program planning, the Department of Mental Hygiene will look to still another coordinating mechanism: area advisory committees. These committees will represent a system of regions defined by the New York State Office for Regional Development and based on economic and social factors, including transportation patterns, as well as the distribution of general medical care and public health services. The area advisory committees will include not only members of public and voluntary agencies providing health, education, and welfare services but also representatives of the consumers of these services.

It should be brought out that libraries can work through these mechanisms and serve as information and material distribution points to assist local agencies in their cooperative projects. The library itself should be aggressive in publicizing its potential in serving the many aspects of the total program and acting as liaison.

Mr. Fred Kershko: Associate Title I of ESEA, New York State Education Department. Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families.

Briefly, Mr. Kershko described the program and present procedures of his division. He indicated that the largest part of the Title I effort right now is the improvement of public and private school facilities and pupil personnel services. New York State budget this year for Title I projects is $110 million. As of February 5, 1966, 277 projects had been approved at a cost of $53 million. The money has gone directly to the local educational agencies initiating the projects, normally to the school superintendent.

Title I projects should be cooperatively planned with OEO whenever there are overlapping or parallel programs. An example is Operation Headstart which can be jointly funded through the local Community Action Agencies and the school under Title I.

Some examples of projects mentioned (or implied) were:

Keeping school libraries open in the summer and extending their hours after school.

Bookmobile service to visit homes and schools in unserved rural areas.

Remedial reading programs requiring special staff and materials.

Stimulating and broadening cultural awareness through the use of outside resource people (writers, artists, hobbyists, etc.) and through field visits to cultural and educational centers (museums, zoos, art centers, public libraries, etc.).

Development of circulating kits of books and nonbook resources for family use. Mr. Kershko stated that the division was adding staff in order to assist representatives of local school districts in meeting the cumbersome problem of preparing narrative applications for this title.

Mr. Harold Tucker: Director, Queens Borough Public Library. Programs of the Queens Borough Public Library for the Disadvantaged.

It has been made clear that the panel is supposed to discuss philosophies and policies and this is fine, but I think by means of a few specifics I can demonstrate some things tied into these philosophies and policies and arrive at some general conclusions. The specifics that I want to talk about have to do with a program that is in the Queens Borough Public Library and has been for a year and a half. This is Queens Borough Public Library Operation Headstart, which was developed in July 1964. Mr. Bookbinder referred to the Federal project, Project Headstart, as beginning in February, 1965.

I would like to describe the program very briefly. The object is, by way of a greatly expanded program of picturebook hours for preschool children, to awaken interest in books and reading, to awaken this interest at an early age. It is aimed particularly at the disadvantaged, not so much to give them a head start but a more equal start compared with the middle class. The basis for the theory is the experience of parents and librarians in reading to young children and some studies that have been done by educators showing that an early association with books leads to a more rapid development of reading ability once formal education is begun. The lack of ability to read has a snowball effect. When the child gets in school and cannot read he drops farther and farther behind until he eventually becomes a dropout. He has difficulty in developing skills for employment and all the miseries that brings with it, for reading ability is the key to education, which in turn is the key to break the chain to poverty, to open doors to employment and higher living standards.

This program demonstrates a number of principles. First of all the library is active in education within its own sphere, that is, within its own function. Originally, this program was opposed by some of the educators in our area as trespassing on the preserves of formal schooling. But they have learned in the operation of it that it is not a trespass on their preserves. This program has offered support to other programs. For example, when the Project Headstart began last summer, the local groups who were trying to get things off the ground utilized the children and the parents that had already been assembled by Queens Borough Public Library's Operation Headstart to form the core of their groups. One new organization was started, a center for parents and children that actually sent observers to one of our branch libraries to pick up the techniques that we use in this program. And, of course, we have carried these programs outside the library to churches and to various other organizations that were having their own Project Headstart programs. We do try to see to it that somewhere along the line there is an actual visit to the library because we think it is important that they see not only the few books that can be taken out by demonstration, but also that they see the full library resources.

It was a major operation to go out into the community to reach the people who are involved in this program. We began by making contact with boroughwide organizations, with housing projects, and got back from these not just a few generalities but specific names and addresses of people that they thought could benefit. Our own staff conducted block-by-block communications throughout the areas served by this project. They went into the laundromats, confectionery stores, and found one of their best sources of contact with the deprived to be the storefront churches of which there are a number in all of these neighborhoods. During National Library Week we diverted for one week a bookmobile that had just been received and sent it into areas immediately adjacent to some branches which have Operation Headstart programs, because we knew, just as any librarian knows, that you can have someone just around the corner, maybe two blocks away, who does not realize that there is a library there to be used. The deprived do not even know that they are welcome. So by means of loudspeaker, by means of audiovisual programs on the bookmobile, by demonstrating to children and adults the nature of the programs, by telling them about the nearby branch library, lending books and suggesting that they take those books back to the branch library, we got in touch with over 1200 people in one week and we think we made some impact on their lives.

Another aspect of the program is parent involvement because this is a very clear objective. In principle we are trying to attract the functionally illiterate adult and therefore we have been conducting simultaneous programs for parents. We did not set up the programs by ourselves. We consulted with these parents for a number of weeks first to find out what they thought their needs were. Based on their own expression of needs, we have set up programs and provided simple materials, pamphlets and other free and inexpensive literature which they can have and take home with them. A manual for parents' programs has been developed by our staff to give guidelines to the branch librarians, to library aides, for conducting parent programs. Copies may be requested if you are interested.

We have suggested that the parents do things with their children to expand their horizons. There are, of course, many cultural opportunities in New York City, and we developed a leaflet listing places to go and things to see at practically no cost. This is to try to broaden their lives, try to encourage them to do things outside the library world.

We also developed along with this a book-giveaway program. We purchased paperback picturebooks which have been given away to children on a number of occasions and they are very, very happy to receive these, very proud of them. We are attempting to get books into the home by this method, homes which would have nothing but perhaps a newspaper and seldom even a magazine.

All of this has come out of the Library Services and Construction Act funds. I wish we had a little of that Title I money. We have under LSCA $50 million for the entire nation. This does not go very far. The program

I am telling you about here should actually be out of Office of Economic Opportunity funds; and let me tell you we have tried; we have tried repeatedly. We have talked with various people and felt at times we were getting close, only to have the established contact depart and a new and uninitiated person take his place. We have also been told, "This is a wonderful program you have developed but it is already in operation. We want something brand new, no matter how good the results from your existing program."

We have proposed store front libraries, which Mr. Bookbinder mentioned. I was glad to hear him refer to them because for over a year we have been working to get some kind of response and frankly things just vanish into the vacuum. There are no answers, no instructions, no guidance. This is what I think we really need in the library field -- someone who coordinates (I hate to use that word again), someone who would be a specialist in Federal programs and the possibilities that they hold for libraries. We need information and even more advice and criticism of our project statements and assistance in using the words and phrases that are the keys to obtaining response and action. Advice on where and how to apply and under what programs would be invaluable.

I would like to know how we get in on CAP programs. Perhaps we have a very special situation in New York City in the size of the community and the division of the City into boroughs. So far I have found no way for the library to become involved in a Community Action Program. We have met with one group and we have been told, "Well, we will call you later. After we get through organizing here, you may come in and help us with some service." But I am not sure that will ever come to pass.

One or two other thoughts in respect to libraries and the deprived. For young people we do have jobs in libraries. We have the work-study groups of youngsters who come from the community colleges in considerable numbers. The work-study program is a sort of scholarship for the students who need financial assistance to stay in school. And the Neighborhood Youth Corps has supplied a considerable number of people for specific jobs and in relation to training them for future work -- jobs in such areas as printing, drafting, painting, maintenance work, and so on.

What we librarians need is a lot of help; we also need a lot of vision, imagination and an awful lot of hard work to make ourselves important in this area and to let it be known that we are performing an educational function, minute by minute, day by day, week by week and year round.

QUESTION PERIOD

Question: How can we cope with the number-one probleme, this coordination and interrelatedness? Mr. Tucker mentioned one here of the large metropolitan area and trying to fund programs. One of the questions is: Is it possible to fund programs once a project is started by a library, possibly under another funding? If originally funded under LSCA, or something else, is it possible to pick this up and carry it on in any other funding, particularly EOA?

Mr. McGlone: Unfortunately we do have a maintenance-of-effort requirement in Federal OEO whereby any program that is started which is receiving funding from OEO has to be either an expansion or an addition to an existing program, or an entirely new program. It does penalize those agencies that were imaginative enough to go ahead and start programs before the OEO came into existence, but it offers an advantage for other libraries that have not come into funds to swipe a lot of ideas from this one particular library and write them up into a project proposal under OEO, and I think that they could get funded. You must maintain at least the same level of expenditures that you had before the preceding year.

Miss Vedder: One other question was raised by Leon Karpel. In a rural area dealing with more than one county, involving perhaps more than one community action group, is the best policy to have an overall system program or plan or to try to develop individual community plans?

Dr. Sable: You apply to your local Community Action Program, if there is one. Now specifically in Queens we unfortunately have not gotten off the ground due to internal conflict in the Queens community. However, that would not stop the Queens Borough Library organization going directly to the New York City Council Against Poverty and submitting their application to them. The same would apply to a county that might not have a CAP agency and there are many counties upstate that do not at this point have a CAP agency. What they should do is apply to the nearest CAP agency and at that point we hope that the funding will go through. We have offices throughout the State. If the librarians in the various counties throughout New York State have problems relating to joining CAP programs or to funding of their programs under the Economic Opportunity Act, they should contact our staff. We have offices in Albany, Rochester, Syracuse, Buffalo, Kingston, New York with our main office at 509 Madison Avenue. We will send a field consultant to you to pick up your question, give you the directions needed or, at least, make the proper referral.

Miss Vedder: Are there any other questions that were not fully answered to your satisfaction this morning? I think we should put our best thinking into how to coordinate within our own area. What are the first steps? Whose responsibility is it to start the movement to get coordination? How are we going to find out about all of these? Somebody, not a librarian, said that he thought it would be a wonderful idea if the libraries were a regular bank of information. Can the libraries assume this role? Let us have your thinking on this.

Mr. Hoey: I think the libraries are set up to do this job, except that we are not called upon. I know in Onondaga we had to make the contact with Operation Headstart because we saw in the paper that they were starting Operation Headstart. We called them and asked them what books they were going to use and they had no idea what books they were going to use. The point I am trying to make is that we have to wait until we see it in the paper; we have to make the contact.

Mr. McGlone: I think we may give some assistance here. First of all, we will give instructions immediately to all our field representatives that when they are going into new communities that do not yet have a CAP established that one of the key persons to be involved in that community, if there is a library, is the librarian. Secondly, as our CAP organizations do become established, when they do have executive directors employed, it will be brought to the attention of these new directors not to overlook the libraries and that the library in their communities is a real potential source of help to them. Through this mechanism we will get some approach from our side to contact the libraries. I think also that simultaneously, through your office (LED), you should tell the various librarians to establish contact with the local Community Action Agency to mutually decide where they can be helpful in this program. This would be an immediate start in getting some cooperation between the OEO programs and the libraries. I think it was unfortunate that the guidelines that were set up by the Federal government in outlining the kinds of people in a local community that should be on a CAP agency did not mention librarians. They did mention all the others, the welfare commissioners, the school superintendents, mental health people, etc. but there is no mention there of librarians. I think it was an oversight in Washington. We at least can be alert to this point and make certain that the librarians in New York State are involved in local CAP programs.

Miss Connor: I would like to thank Mr. McGlone for his offer. I think it is a very concrete suggestion. Let me carry it one step further. As I understand it we want not only an understanding of each other's programs but funds in the library area to do the supporting job we should be doing for the antipoverty programs that are being started under the Economic Opportunity Act: book support for training programs, book support for Operation Headstart, etc. Mr. Tucker has expressed his dismay at being unable to get funded. We had a report from Henry Drennan last night, that to his knowledge, in the United States, overall, the number of library programs involved in community action is minimal. Since the Community Action Programs as I understand it are approved or reviewed within the State as well as at the Federal level, is there an opportunity to build into this review of the project budget the question, Have the book resources of this program been thought of, built in? In other words, can we get projects that are rounded and include library resources through your help?

Mr. McGlone: The actual role of the State OEO in the approval of any of these projects is rather limited. In most instances the Federal government makes the original tentative approval and sometimes the proposal that they approve has very little relation to the copy in our office, which is submitted simultaneously to the Federal government, because many changes are made in Washington. But for example, all of the Headstart proposals in New York State are reviewed by Miss Woodruff in the Education Department. She has on a number of occasions recommended expansion of these programs, suggested that other items be included, and such a recommendation has gone to the Federal government when the government makes its approval. In terms of Headstart itself, I think it possible that Miss Woodruff might be able to give you some explanation as to how the libraries could be tied in to furnish materials.

Miss Woodruff: I think there is something we could do that we have not done and that is to work more closely with the applicants to get them to turn to their library resource. I think we have been negligent in this area, in finding out just exactly what kind of help can come from the library. Now I am not quite clear whether you are asking if there are funds that would go to the library for this. I do not quite see this, but maybe I do not quite understand your question. When an applicant asks for funds to operate Headstart he has to use those funds locally in his Headstart program for the children.

Miss Connor: Our thinking is, regardless of how it gets done, there should not be any Headstart program without books and I am sure we agree on this. I think that perhaps the problem here might be worked out by a contractual service but suggested at the review level. I simply want to be sure that if we have an advisory capacity or a funding decision that we are checking over the budget to be sure the books are built in.

Miss Woodruff: Well, we do that; this is mandatory from where we sit; books are terribly important. What is worrying me right now is, I do not see how this is going to help the libraries have funds. I can see how we can do much to make better use of libraries as resources but I think one thing you are reaching for and I am sure Mr. Tucker is reaching for, is how libraries can be funded to develop some of these programs. Isn't that right?

Miss Connor: They are both problems, yes. Miss Woodruff: Yes.

Mr. Hoey: Miss Woodruff, I am specifically speaking of the Headstart program in Syracuse. We saw an announcement in the papers that there was going to be an operation Headstart. I... contacted them and they had teachers who were anywhere from elementary school up to high school who were going to do this program. They knew nothing about children's story hours for preschools. We asked them if these people were capable of giving preschool story hours, and they did not know. They finally let our children's consultant and Miss Heffernan meet with them to teach them the concepts of giving story hours for preschoolers. I think next summer they will be calling us.

Miss Woodruff: I agree with Mr. McGlone that, in the first place, I think that ALA ought to put a lot of pressure on the government to change that guideline about community agencies and include the libraries, but I do agree with Mr. McGlone that perhaps we could do much more to stimulate the local CAP group to include the librarians.

Mr. Humphry: I wonder if machinery could be set up whereby the agencies that would normally be requested to give book service but that may not have been involved in the planning be thought of. When the Operation Headstart began in New York City the three public libraries were immediately involved because the teachers in the program asked if the libraries could assist in one or a number of ways. It is not only building into the immediate program, the educational programs, the need for books, but including the already established agencies that have a direct bearing on this same program. I think that whenever we speak of educational programs we should think immediately of resources to support them and this then involves the public library automatically.

Mr. McGlone: I have one suggestion. I do not know that any of the libraries in the State have done this but OEO does have special funds for demonstration and training projects. You can make a direct application to Sanford Kravitz* in Washington for demonstration projects. A library which has the facilities and imaginative staff can develop a good program which can serve as a pilot experiment and may serve as a nationwide pattern on how to involve libraries in this whole OEO program. I think it is a good possibility that the New York City libraries could develop a pilot project, a demonstration of how to involve libraries in this whole OEO program which might become a nationwide pattern, which would qualify for a special grant from Washington under Section 207 of EOA. Dr. Kravitz in Washington has a great deal of discretion in granting these funds. He does not have to go through a local CAP, nor does he have to consider any state formula. I think this is a suggestion that might well be pursued by librarians, especially in New York City where they have been pioneering in this entire program.

Miss Vedder: Thank you for that suggestion.

Mr. Halloway: I understand Governor Rockefeller is going to set up information centers all over the State. It seems to me that it would make some sense to use the libraries since they are already set up on a regional basis. This might also be a source of funds rather than to set up separate offices. Now the problems of New York City, Syracuse, and Rochester are certainly different from the ones that we have as a small semirural area and I would like to suggest that in becoming an information center at the regional level, library systems would then be a channel of information Federal, State, or whatever it is. We cannot forget you then!

Miss Vedder: Would you describe the information centers that Governor Rockefeller is proposing?

Mr. Halloway: As I understand it, the Office of Local Government would start analyzing all of the various Federal and State programs and set up some sort of a system where they could communicate to the local community the various types of Federal programs for which a community might be eligible. There might be some exploration from the library systems with the State Office of Local Government to see what it is trying to do in this area and to see whether the library could be involved in any way.

Mr. Hasemeier: I would like to ask Mr. Kershko a question about Title I. Are there specific examples of library cooperation under this Title I or are the projects strictly school orientated?

Mr. Kershko: I would have to say I am afraid that all of our money is basically for the schools of the State. Now there might be some creative person who could extend that to include libraries somehow, but I would say probably it would be a tough job to get done.

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Mr. Hasemeier: You mentioned bookmobiles in your remarks.

Mr. Kershko: Yes, these would be sponsored by, as we call them, local educational agencies and the definition for that is the public school. It is a school district that gets the money.

Mr. Brech: This is an area I think we ought to mention at least briefly, this problem of integration of efforts, which is probably the key problem revealed at these meetings. School libraries will be greatly improved under ESEA. They will now have film libraries, develop curriculum libraries, etc. In other words they will be duplicating that which the public library systems are doing in having these resource centers. So here again is the need for coordination or integration of effort. There is talk now that school libraries will be open after school hours, evenings, and Saturdays. The best scheme would be to have these school libraries open at times the public libraries may not be open. Many of our public libraries are not open every evening. Perhaps those evenings the school library should be open. Right down the line, there is need for integration of effort. Bookmobiles were mentioned. Here again, let us find out what the public library is doing by way of bookmobiles; then perhaps school libraries could supplement. You have to know who is there, what is available, and pool school efforts with the public library. Right down the line there is this need for integration. We cannot get away from the need to appoint people to serve as coordinators, to try to integrate school and public library service, and the same person should be aware of the Federal, State, and local projects. Until we have such coordinators with the time and the motivation provided by the responsibility assigned to them, we will not be really moving ahead.

Mr. Tucker: I want to mention that Title III, ESEA, is superbly coordinated or integrated, whichever you wish to call it. The guidelines for Title III have been set up to require that the local school board consult with the public libraries, museums, all of the other agencies in the community which might have some relationship to projects developed under Title III. We have built into our own situation in New York City the fact that I am on the Commissioner's committee, the advisory committee for Title III, and that Mr. Humphry is on the Superintendent of Education's committee which is developing projects.

Dr. Langworthy: It is the local school superintendent who will be starting Title I projects. These are the people that the public librarians must work with; it is not the State Education Department or any other agency. It is the local school superintendent who is the key to this. This is what we were talking about a little while ago when we were talking about the Headstart under ESEA rather than OEO. No good to talk to us about it or the Education Department. The person who is the key is the superintendent of schools in Yonkers or Newburg or wherever, and the same in regard to Title I projects having to do with library service. I do not mean we are not interested, but what I am trying to get at is that the superintendent is the key person.

Miss Vedder: In going around the State I have heard that cooperation with the schools is desirable but that cooperating with the schools is one of the most difficult things people have to cope with, that there is a barrier they cannot penetrate Does anybody have any key to better cooperation?

Myra Woodruff: At the risk of being very unpopular with my librarian friends and with the educators, I do want to say that I am just a little bit amazed at the ignorance that I found within myself before I went to the Arden House meetings. I did not know anything about library services and I thought I did. I got a real education at the Arden House conference and I am continuing to get it both at this conference and through my contacts with my library colleagues in the department. I have the feeling that there may be a few here and that there are educators in local communities and counties that might share some of my ignorance, and that I just wonder if there would be any librarians here who would be willing to try a pilot experiment that would be something like this. On a library system basis call a meeting of educators (and I suppose other community leaders from welfare, labor, mental hygiene, and so on) to discuss ways in which you can have better communication, and, incidently, to let some of these folks know what marvelous services there are in the libraries. At the same time you might be willing to listen to the other agencies and what they feel their services are so that you begin opening up some lines of communication to see if this might work. You know, sometimes we get so involved in our own little bailiwick that we do not know what is going on in the world.

Dr. Langworthy: I would like to endorse what Myra is saying. When I referred to the school superintendents, certainly I was thinking very much what Myra is getting at. I do not know how you are going to get together to work unless some coordinated effort is made, and perhaps something along this line would be a means. It would be worth trying.

Miss Vedder: You are leading right into the comments Larry Hill wants to make.

Mr. Hill: The comment that I want to make is that we have made this attempt at coordination and communication with some 28 school districts in the three counties in which we operate (Niagara Falls, Orleans and Genesee). We have had an advisory committee composed of curriculum coordinators, teachers, public librarians, and others who meet quite regularly to promote the objectives of our school library-public library cooperation project which is funded under LSCA. Now this kind of thing has been an education not only to the school librarians but to the public librarians as well. Whereas it has not done everything we wanted it to do, it has at least opened some lines of communication between the administrators of the school, the school librarians, and the teachers themselves, and we have great optimism that it will continue to grow and that this kind of communication will continue.

Mr. Moses: We heard last night in Dr. Bookbinder's talk that although there is general acceptance of these antipoverty programs there is some resistance from various levels. I would like to know from the people here who may have experience with this if it is necessary to consider whether on the local library level it would be acceptable and/or whether people working in the local libraries might in some cases be hesitant, resistant, or even adverse to working at all with this sort of program. If there is need for this concern, obviously the next question would concern what ought to be done as a kind of preorientation to these people -- not on how to do this sort of thing, but first of all on general background, to make them aware that the objectives and policies of their institutions do include services of this kind.

Miss Vedder: Does anyone want to comment about this? I think we have an education job to do as system directors and as members of Library Extension Division staff, but I think also that as librarians become more and more involved with community planning groups, inevitably they are going to become interested. I think that they are a little afraid of it now -- some of them possibly -- but I would hesitate to say that too many librarians would be really against working with such a program if funds for doing so were available.

Miss Holden: We are having a workshop the end of next week in Westchester that started out to be an instrument to help educate the staff of our member libraries about what they might do in these various programs. As the registration is building up for the workshop, it is developing into an opportunity for communication back and forth with the directors of the various local programs which are already under way, because two or three of our librarians had the idea of asking if these people could also be invited to come to the workshop. Now we are hoping to have the directors of these programs at our workshop too.

Murray Bob: I would like to raise one note of concern here. Given the tremendous lack of professional personnel, if you do open your school libraries that many more hours as well as over the summers, and if you do begin to duplicate bookmobile service to some extent, and I know in some instances that this is on the horizon, is this not going to aggravate the terrible shortage of personnel? Is this really the wisest thing to do? I know many of you have read Lowell Martin's study of student usage of Enoch Pratt Library. One of the interesting findings in Martin's study was that students did definitely prefer to use the public library, not only because it was open more hours, but because the resources were so enormous compared to what school libraries had or could acquire and because of a certain freedom in a certain atmosphere in a public library. I am wondering if we are not overlooking the opportunity somehow for school districts to contribute more fully and more generally to the financial support of the public libraries.

Mr. McGlone: I have a suggestion — I do not know how worthwhile. Both the Library Extension Division and the ESEA administration are in the State Education Department. It would seem to me that if there is concern on the part of public librarians that there may be some duplication of effort on the mobile library units that are being set up, it would be appropriate, when these proposals come in under Title I, that there be some clearance on them at the State level between the libraries and the ESEA people to determine whether there is in fact any duplication and whether this is the best type of use of ESEA funds for a particular community. Now I do not know what the relationship is, whether the library people will have an opportunity to work with the people in the State Education Department who are reviewing these projects. I do know that the law requires coordination on all levels between the ESEA and the antipoverty programs. On the local level it very clearly specified both the community action agency and the educational authorities must work together in preparing proposals and make a decision whether it should be an ESEA program or antipoverty program. In addition, on the State level there is an agreement between Dr. Ratchick and Mrs. Poston of our office that any of these projects that do come in will be reviewed by our educational consultant, whom we hope to have on our staff very quickly. If there is any duplication locally this will be eliminated. Conferences are being arranged throughout the State by Dr. Ratchick and Mrs. Poston to get the school people and the CAP people together to work out some of these local problems. There seems to be a little problem of communication within the State Education Department itself on this question of libraries.

Dr. Langworthy: Because I was held to a short time to explain how we would rate our projects prior to approval I did not mention any of our internal procedures. I think this is all provided for. Our own office which is staffed just to receive these projects, reviews them only very generally as to number of parts, the intent, and the purpose of the project. After this general review all of the people in the Education Department in every specialty which might be concerned with any proposed project are all recruited; in fact they have all agreed and they are now making a detailed review of every proposal we receive prior to approval. They are in fact spending a lot of their precious time working with us instead of perhaps attending to their own business. But I think it will be worthwhile for all of us.

WEDNESDAY MORNING - FEBRUARY 9

Jean L. Connor (Presiding)

William P. McGlone, Deputy Director, State Office of Economic Opportunity, Albany

SUMMATION:

Last evening I reviewed the 35 pages of notes taken diligently during the past two days and concluded, after much effort, that in order to accurately summarize the conference I would need at least two hours. But since all of the sessions have been taped and you will receive written proceedings at an early date, I have decided to limit my remarks to about 15 minutes and to give my personal impressions and conclusions from the viewpoint of the State Office of Economic Opportunity. Any resemblance to an accurate summary is purely coincidental.

First of all, we owe a real vote of thanks to Miss Vedder and her hardworking committee who have planned this conference and operated it so smoothly. I did think it was going a little to extremes for the committee to insist that, for the keynote speaker, they should secure a person whose very name, Bookbinder, would make it clear that this was a library conference.

In her introductory remarks Monday evening, Jean Connor indicated that of those attending the session approximately one-third were State Education Department personnel, one-third were from library systems, and one-third from State and local offices concerned in one way or another with the Economic Opportunity Act. I believe that each of these groups has learned something from the other two at this conference. I am sure that most of you will agree with the main points emphasized by Mr. Bookbinder in his remarks. First, that the war on poverty during the last 15 months has awakened the conscience of America to the problems of the poor and the necessity of doing something about them. Second, that the antipoverty programs are making a start in providing more exits through which the poor, with our assistance and by their individual efforts, can escape from poverty. It is encouraging that 1,000 separate CAP organizations, involving tens of thousands of key community leaders, have already been created throughout the country and that 28 percent of the people involved in these CAP boards are from the ranks of the poor themselves. I would like to add parenthetically that here in New York State we have over 30 CAP's which have now been funded by the Federal Government. Many others have been organized and are awaiting Federal approval. I anticipate that within 3 or 4 months at the latest, there will be a CAP agency established in practically every county in New York State.

I share Mr. Bookbinder's optimism that real progress is being made in this very complicated war on poverty, that the efforts being made to overcome the hopelessness of the poor are showing results. I believe we all agree that no single service system alone can solve the problems of the poor. Cooperation, coordination, and action by a large variety of agencies, including libraries, is essential.

I am one of those persons whose knowledge of libraries and the services provided by them, prior to this conference, has been pretty well limited to borrowing books and paying fines on those overdue, using the research facilities of the library on occasion, and conducting a Golden Age Club for senior citizens in a library basement in Buffalo about 15 years ago. My understanding of library services certainly has increased as a result of this conference.

My eyes have been opened to the tremendous potential of libraries as an educational service in a community service program, and a real resource in the war on poverty. I was pleasantly surprised to learn of the pioneering work of some of the libraries in this State in providing services to the disadvantaged. I sympathize with the speaker who indicated that his Headstart operation, including the very name, was sold to the country as a new idea imaginatively conceived by OEO officials in Washington. If it will make him feel any better, I might say that numerous programs developed over a period of years by New York State agencies have been incorporated into the national program with no mention of New York State's role in developing them.

Dr. Jack Sable, in describing the function of the State OEO, mentioned that we have field representatives in New York City, Buffalo, Albany, Syracuse, Rochester, Binghamton, and Kingston. Each county in New York State is served by one of these OEO field representatives. I will repeat his suggestion that if you have any questions about involving your library in local antipoverty programs, contact your nearest State OEO field representative. If he does not have the answers, we will get them for you. I plan to provide Miss Vedder with the names and addresses of our field staff, which will be mailed to you for ready reference.

I will not attempt to summarize the information provided by the specialists from the various State and local agencies in their presentations. I think it became increasingly evident that there is some lack of communication between the local CAP's and the Federal OEO, between local CAP's and local library personnel, and between various State and local agencies. This is understandable, since the war on poverty is a new program and some communities have advanced more rapidly than others in establishing Community Action Agencies.

All is not as confused as it might seem. First of all, I would like to describe, very briefly, the function of the State OEO office. The Office of Economic Opportunity, under Sargent Shriver in Washington, has direct responsibility for operating three programs: the Job Corps, VISTA, and Community Action. In addition, he has coordinating responsibility for programs offered by other Federal agencies, such as the Departments of Labor, Health, Education and Welfare, Agriculture, and the Small Business Administration. The work-training program, which is known on the local level as the Neighborhood Youth Corps, provides job opportunities for youngsters 16 to 21. It is administered by the Department of Labor with funds granted directly to the local organization. The youngsters are provided employment in public or nonprofit agencies in the community. The Work Experience Program which was described so well yesterday (Title V) is administered in this State by the State Department of Social Welfare. Funds go from the State Department of Social Welfare to the local county social welfare agencies. In the Adult Basic Education Program, funds are channeled through the State Education Department to local school systems. I am hopeful that something will be done to restore those funds where the New York State Education Department's tentative allocation was cut by the Federal Government about $1½ million; this problem was presented to Mr. Bookbinder by a representative of the State Education Department responsible for this program. I hope something can be done about this because, unless those funds are restored, the Adult Basic Education programs in this State will be curtailed and the programs which are so well underway will have to come to a halt. The Work-Study Program is administered directly by the Health, Education and Welfare Department. Funds are made available to universities and junior colleges throughout the State. There are other programs under the Department of Agriculture and Small Business Administration.

There is some coordination on the State level. The Governor has established a coordinating committee which consists of cabinet members whose departments are responsible for various phases of this Economic Opportunity Program. The State Office of Economic Opportunity, with Mrs. Ersa H. Poston as director, comes under this coordinating committee. The primary functions of this office are to provide local communities technical assistance in setting up the organizational structure so as to qualify for Federal funds and to help in establishing worthwhile programs. We have an additional responsibility, and that is to coordinate programs at a State level. One of my responsibilities in Albany is to have liaison with the various State agencies that are involved in one way or another with this program. To carry out this coordinating function we have staff meetings, joint staff meetings between our field representatives and field representatives of other State agencies, such as the Department of Commerce. In addition, we have added to our staff a rural task force which will provide technical assistance in the rural areas. We have a health consultant who is stationed in the Health Department but is on the OEO payroll and is directly responsible to our office. In addition, we have a contract with the State Education Department whereby the Bureau of Child Development and Parent Education provides technical and consultation service on Headstart programs. We are adding to our staff an educational consultant who will work very closely with the Bureau of Guidance and other bureaus of the State Education Department involved in various titles under the ESEA. We will work with local communities to provide coordination of the efforts of the CAP programs and the ESEA programs developed on a local level.

There are a few conclusions that I want to make in terms, first of all, of the libraries. I think it has been indicated throughout the conference that in order for a library to qualify for assistance or funds from the OEO, any program that the library would develop must first of all be directly related to providing services to the disadvantaged. Secondly, it should have some hope of attacking a major cause of poverty with some degree of success, and thirdly, some priority should be given to such a program by the local Community Action Agency.

During the course of the conference, many librarians have indicated they are utilizing the services of work-study students from universities. I think this is a tremendous source of manpower and a tremendous recruiting device for libraries. Many of these young, aggressive, intelligent college students, I am certain, could be attracted into the library field if they have good working experience there.

Most of the universities in the State have submitted new proposals to Health, Education and Welfare for work-study programs. There was a deadline of January 20 or 22 for these agencies to submit their proposals for this summer and next fall and spring. To secure the services of a college student under this program, contact the student financial aid person at the university, college or junior college in your area. If you explain your willingness to supervise college students in your library, I think there is a possibility, if you have not already made such an arrangement, that the college contract with the Department of Health, Education and Welfare could be amended to include students working in your libraries.

To get Neighborhood Youth Corps employees you should have direct contact with the Neighborhood Youth Corps in your community. As I mentioned yesterday, I think there is a real opportunity in the library field for one of your progressive systems to develop a Section 207 demonstration project. Such a project can be submitted directly to Washington. If there are any library systems interested in getting further information about the 207 demonstration or research and demonstration projects, we will provide you with that information and will give you the proper contacts in Washington for making initial exploratory talks.

As a direct result of this conference, all the field representatives of OEO will be instructed to inform contacts in local communities where a CAP is being organized that library personnel should be considered for CAP board membership. In our contacts with organizations that have CAP directors and full-time personnel, we will encourage cooperation with libraries. I am hopeful also that you who are directing library systems will indicate to the CAP in your district (in some districts there may be more than one) your interest and cooperation in doing whatever is possible to make the services of the library available in this war on poverty.

QUESTION PERIOD:

Miss Connor: Mr. McGlone, we have organizations throughout the State that are known as Friends of the Library. If we had the power to pass the motion here today there is no doubt that you would be a member of such for life. We are very appreciative of your thoughts and efforts throughout the conference and the steps that you are going to take in the future to knit us more closely together. We do have opportunity now to ask questions of Mr. McGlone first, any questions that might be in relation to our efforts at coordination, that is, the structure through which we work to reach joint planning with OEO people.

Ralph N. Schmidt, Director, Youth Bureau, Utica.
Neighborhood Youth Programs try to help those youths 16 to 21 who have problems. I think you might be able to employ them in libraries but I think there is a little fear here. It has not been said, but I think that you are afraid perhaps that your standards will be lowered. But as you work with these NYC youths, under supervision, I think that you will find they will be able to help you even from the very beginning. But they need your help in order to get out of this so-called poverty cycle. I would like to propose this resolution. It is very short, simply this: "Be it resolved that the Conference on Library Participation in the Disadvantaged and Antipoverty Programs recommends participation by librarians in New York State in employing Neighborhood Youth Corps enrollees 16 to 21 years of age. These young people can be our liaison with the unreached public."

Miss Connor: Thank you very much. We are not a formal body so I think we will not pretend to take action but as you noticed that was being recorded into the proceedings. If anyone cares to comment on it we will be very glad to have him do so. I think it is a very strong and positive statement which we should consider.

Miss Connor: (Called attention to *A Directory of New York State Public Library*

Systems.) I would like to explain a little bit more to the nonlibrarians in our group the counterpart structure through which the agencies can reach the library. Mr. McGlone has given his structure, so that we know the organization locally and regionally, State and Federal. Something has happened in library organization just in the last 5 or 6 years in New York State that makes our whole ability to serve different than it was when we were simply 700 independent public libraries without relationships to one another. Succinctly it is this: libraries have banded together in groups by region throughout the State; 680 public libraries are grouped in 22 library systems. It is not necessary for an agency to contact 30 or 40 libraries. Your most direct line of contact is to the system director of one of these 22 systems and thereby you will reach 98 percent of the State. Coverage is almost complete. On the staff of the systems are coordinating personnel, field workers, people who know the member libraries, know where we have strength and know where we have weaknesses. It is true that we do not have an equal level of service or uniform level of service throughout the State but at least we have the channels through which we may serve. The representation at this conference is inclusive of 18 of our 22 systems, so that you may go home feeling that the likelihood of your reaching an informed person who has been through the same thought process that you have at this conference is very high. Through the State agency or through system personnel you have an informed avenue to reach libraries throughout the State. Not only have you a way of tying in with librarians but a way of coordinating resources and books that are in a system's multicounty area, through interlibrary loan and through the privilege of direct access. No matter how rural the area, the State, through its structure of public library systems, has opened up to the reader full resources of a multicounty library system. In each system there is at least one library of strength, sometimes not as strong as we librarians would like to see it, but not as meagre as you may envision it. Therefore, we do have resources that are open to 98 percent of the State and we do have librarians who are eager to serve and we do have, I think, a fairly simple channel for you to get at us, and this might be your key.

Mr. McGlone: I think this directory is wonderful and am pleased that you will supply our office with sufficient copies so that every one of our field representatives will have one. Secondly, although the pattern of organization of CAP in Upstate New York is pretty much on a countywide basis, there are several counties that are considering a bicounty or tricounty structure. And even though the CAP's are being set up on countywide levels, we are trying to promote some regional cooperation among the CAP's. The OEO program does provide some flexibility. There are possibilities, where a library system overlaps three or four CAP areas, that some method for three or four CAP's to participate in a joint project with the library system can be worked out. It is a little more difficult, but I think the libraries have a real service to offer here. It has been my experience, particularly in Upstate New York rural counties, that the CAP organizations are looking for suggestions, looking for programs, and I think the libraries will not have too difficult a job showing some of their CAP's that the library can perform a real function.

Question: I would like to ask a question about the demonstration project Section 207. Does it have to be a complete innovation as a project or would a project which has already been attempted but which could be done better with some assistance be looked upon favorably?

Mr. McGlone: I think that it does not necessarily have to be an entirely new idea. It should be a type of project, however, that once demonstrated, could be adapted to other states and other sections of this State. We do not have too much specific information about the Section 207 programs because they are directly funded by Dr. Kravitz's office in Washington. I know of several organizations, particularly universities, which have submitted proposals for grants. Dr. Kravitz has been very helpful to them. If the proposal appeared to have merit, he indicated how a full-scale, detailed proposal should be developed.

Miss Woodruff: Suppose there were a number of library systems which might decide they would try to make applications for various projects under Title II. Would they run up against local CAP agencies saying "Sorry, but our quota will not allow these funds."? What do you think?

Mr. McGlone: In certain sections of the State they may run into this problem where the amount allocated to the CAP has been pretty well committed already. For example, I know Nassau County has run into this problem. Because they have so many other priorities, they did not wish to develop Headstart programs, hoping that the Headstart programs in Nassau County would be developed with ESEA funds. Westchester County has been set up pretty much on a city basis with several CAP's in the county, but in Upstate New York (except Syracuse and Rochester and Buffalo which have been in existence several months) most of the communities are really groping for ideas. I do not see any possibility of most of them being able to commit the funds that are tentatively allocated this year.

Mr. Humphry: Miss Connor has mentioned the development of library service along the pattern of systems. Mr. McGlone has mentioned the need for coordination and the interdependence of various public service agencies with libraries and with education. This brings into focus a new need: a library system, such as New York, as a leader in the development of cooperation. Libraries are now thinking in terms of library service rather than simply public library service, school library service, college library service, with involvement of other than community funds for these projects. State and Federal government are getting into the act with astronomical sums of money compared to what libraries have been used to over the years. Perhaps the next step is the establishment of a position, either in the Education Department or at the State level, with a person who would become completely and thoroughly conversant with State and Federal financing and who could consult with administrators in libraries on education programs and Community Action Programs. The person in this position could assist libraries in developing independent, dependent, or interdependent programs. It would seem that, with the amount of money now being appropriated for education, somebody should take action in this situation. The opportunities are here and yet we librarians flounder around. Tired as we are, we try to write a program that will make sense but it just does not seem to click.

It seems to me that this is the kind of future in which we are going to have to work, not just in library science or librarianship, but with the communities and institutions that we serve, in order to get the job done more effectively, more efficiently, and in a role of leadership.

Miss Connor: This is very constructive and I would like to comment on it but it is not fair until I let you have a chance to comment on it. Are there any comments from the floor?

Mr. Quinn: (Education Department, Finance Office) Richard Schilling of my staff published a rather comprehensive Federal aid handbook. I think the handbook should be reconstructed along the lines of Mr. Humphry's comments.

Miss Connor: This is a very excellent handbook. I think your thought is a publication that would get at the Federal money by subject. I think that we, the librarians, would be the last ones to underestimate power of a publication and would be glad to have copies of a revised handbook. But the basic proposal here, as I understand it, is for a person who would be hired to be completely informed on Federal money and projects, and who would act as a liaison in consulting with libraries in the development of their projects. Now from our level (LED), we have, as you know, been receiving project applications from you (library systems) under the Federal Library Services and Construction Act. Here was a known act, a given amount of money, some defined objectives, and a number of interchanges back and forth about program. And yet there was considerable difference in the quality of the projects that came in, the ability to design them. Our first effort, like that of any agency operating a new program, is simply to do the best we can with the projects we have, and get the money out to you and get you started. I think that we too see that help and guidance in the design of projects might be useful to you. To find a person who could spend his time learning the ropes for us all and helping us through this major problem, I think is an excellent idea. I see no reason why this proposal should not go to our Regents Advisory Council on Libraries for consideration and recommendation as to the kind of services the State Library should perform.

John Humphry: I would just like to underline your comments. First of all, I think it is fine to have a handbook, but this is no substitute for a person who can keep up with what is going on more rapidly and be a more up-to-date resource. This person can also sit down and help with the projects. With respect to comments you made about programs and submitting this position request to the Regents Advisory Council on Libraries, I would bring up another point. We constantly come up against the fact that the city says, "Let's wait until we see what the State is going to do to help fund this program" and then the State says "Let's see what the Federal Government is going to do. Maybe it can take some of the load off our backs." Somewhere along the line we have to find out just what responsibilities should be assigned to each level of government.

Myra Woodruff: I noticed during the conference that we had a man here from the Office of Health, Education and Welfare (Library Services Branch - Henry Drennan) in Washington. The concern expressed in this conference, that libraries have a real contribution to make to this war on poverty, should be officially transmitted to him. He should be in touch with other Federal officials involved in all antipoverty programs - in effect, be a spokesman for you down there in Washington, particularly when trying for 207 programs. I think it is always welcome to have a friend on the Washington scene. I see no reason why he could not talk directly with Sandy Kravitz and some of the people responsible for other experimental projects. Express your concern to him officially and ask his good offices in interpreting your needs down there in Washington.

Miss Connor: Mr. Drennan did say that the American Library Association has organized a committee to work with the Office of Economic Opportunity to speak on behalf of libraries and library service. So, I think this is taking place insofar as they are able, both in the Washington office of HEW and through the American Library Association's Washington office.

The other comment that I would like to make on John Humphry's major suggestion is this: I want us to go ahead and think about the person you suggested and this position. But perhaps it is like the early days of audiovisual or documentation. You feel that once you have a person, it may take care of the problem. I suspect it is much bigger than this and that we are going to need informed persons on local staffs as well as at the State level. In the city we are going to need a counterpart to this person you want at the State level. But that does not mean we should not have the person at the State level.

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We have an opportunity as a department to meet periodically with the Commissioner. He reports to us things that are happening that he would like to share with us. I always come away from those staff meetings glad of the leadership we have and inspired to go on. That was one reason we wanted Commissioner Allen here today, so you could have an opportunity to share in that same feeling, to learn about the leadership and the concern that is at the very top of our educational picture today. It is always wonderful to hear Dr. Allen because he gives us the sort of things that enable us to go on and to work a bit harder at the tasks we are engaged in.

Dr. James E. Allen, Jr., New York State Commissioner of Education.

I want to say first how much I appreciate the leadership that our Division of Library Extension has taken in calling this conference. And I appreciate the many of you here, who are participating and sharing with us your knowledge, your background and your expertise in the important problem of how libraries can serve the needs of the disadvantaged. I know that you have been having a very profitable session.

We are really engaged in a revolution in American education today and it is a necessary revolution. I think in one sense it is the second revolution in this century, the first being that devoted largely to extending education to more and more people - the revolution of numbers, we might call it. It began at the turn of the century when relatively few of our young people had the opportunity to go to school. America moved quickly in the early part of this century to extend schools into every hamlet and into the cities and to open the doors of opportunity to many people and encourage many more of them to take advantage of education as we began to see the importance of education to a society that was becoming industrialized and to a country that was developing rapidly into a world leader.

Now we have come to a point when a second revolution must indeed take place if we are to fulfill further and fully the principle that we have believed in and have adopted in this nation, of equalizing educational opportunity or opportunity for all. This revolution grows out of three developments. One is the magnified role which education now occupies in the lives of all of us. One out of four, (and indeed it is more than that now) of the population is in school in our country. Great numbers of our people are engaged in educational work as teachers, administrators, librarians, museum workers, as people who produce materials in education, salesmen and so on. Education in our nation is, I think, second to defense in terms of size as a business. It certainly is one of the major, if not the largest, enterprises in our State. Back in 1925 and 1930 only 25 percent of the young people who entered high school graduated from high school. Today it is close to 80 percent. Not many years ago about 20-25 percent of our graduates went on to college. Today more than half of the high school graduates in this State are going on to college and the percentage is increasing rapidly.

Then there is the increasing nationwide concern and awareness that for large numbers of our people our educational system just hasn't been effective. It just hasn't done the job. These are the poor, and those in the slum areas of our cities and the slum areas of our rural communities. These are the unsuccessful, those that are unable to keep pace with their peers. These are the segregated, the victims of racial prejudice in our country. These are the young people who live in communities where the school districts and schools are too small and too weak to provide full equality of educational opportunity. We are awakening for the first time in a really serious way to the importance of attacking these problems of the poor, of the unsuccessful, of those who suffer from prejudice and of those who live in communities and by virtue of their living in communities are unable to secure the full opportunities to which they are entitled and which they must have.

Next there is the growing awareness that in this revolution there must be major changes, an innovation in our educational system, if we are to achieve the level of excellence that is necessary and to give reality to this cherished principle of equality of educational opportunity for all. And it simply cannot be done in the old structures, in the old schools as we have known them, in the old ways of teaching, in the old ways of doing things. For example, we are engaged, as all of you here know, in making changes in the curriculum, recognizing that the curriculum can no longer be curriculum simply for the middle class. It has to be a curriculum that will be helpful and adaptable to the needs of all young people. We have to change the learning materials. We are rewriting the textbooks to show some recognition that there are other races that have contributed to civilization besides the white race, that there are other countries that need to be thought of besides the Western countries, that there is a new meaning developing in this country with respect to the term democracy; in short, the learning trails are being changed and need to be changed. Books certainly are one of the major instruments of learning. We are changing the tests. Our tests have been developed in the past for a kind of stereotyped youngster whom we had thought of as being in our schools and we have found that these tests have as a result discriminated.

Patterns of organizing and governing our schools are changing and are going to have to continue to change. We are desegrating where segregation exists, whether *de jure* or *de facto*. There is no greater challenge in education today than the challenge of equalizing opportunity for the youngsters who have suffered and whose parents suffered from long-existing prejudice in this country. If we as educators can develop an educational system which enables young people to recognize each other for their worth as individuals, to respect each other for the dignity of the individual without regard for his color, his race, his economic or living circumstances and so on - if we can lick this one problem, we have really done more to achieve the goal of education than any one other thing. We in New York State are dedicated to the principle of equalizing opportunity. We are dedicated to eliminating segregation in our schools and to creating real integration, and we do not intend to allow those people who are shortsighted in this regard to use the threat of means to prevent us from achieving the goal: quality of integrated education.

We are seeking to innovate by using to a greater degree the full resources for education in our communities. Schools have too long been isolated from other educational resources within the community. We have not as educators made use of the libraries in the community to the degree that we should and yet we say that the library is the center of our educational system. But how little have we in the past really brought the school and the community library together in effective partnership for education. And how little have the librarians thought of the school in their responsibility to help the teachers and the schools use libraries and library material more effectively. If you go about this State community you will find rich resources for education in museums, in historic sites, in art galleries, oftentimes not being used, not being made partners adequately in the educational process. We are proposing legislation at the present time, as the Board of Regents has done for several years, to accomplish in the museum field what we did a few years ago in the library field: to establish multicounty museum systems, to help the museums get trained people for educational programs, and to have intermuseum loan programs such as exist in the libraries. We have not yet begun to make full use of these resources for the disadvantaged or for the gifted or for what we think of as a middle group of students. So that one of the challenges and one of the developments taking place in this revolution is an increased awareness and awakeness to the importance of these resources in the educational system.

We are awakening to the fact that a public education system is responsible for the education of all children, not only those in the public schools. The problem of how to work effectively with the nonpublic schools is part of this revolution. In this State, the law says that every child shall be in a school between the ages of 7 and 16, and the parent has a choice of sending him to a public school or to a private school. If he sends him to a private school, it is the responsibility of the public school authorities to see to it that the education he gets there is substantially equivalent to that in the public schools. But we have neglected many of these children. We have allowed many of them to attend schools that did not give them the full opportunity that they should have. This, of course, brings up the problems of church-state relationships and the financing of education. But I think we are coming gradually to grips with the question: How do we see to it that every child gets a good education and is properly served and at the same time preserve the fundamental principles we believe in, one of which is the separation of the church and the state?

Federal government is now a major participant in the financing of education, and in the days ahead, it is going to be a much larger participant. In '64 (I think it was 1964), the appropriation of the U.S. Office of Education was only $400 million for all of its programs, and for the next fiscal year, it is over $3½ billion. There has been a tremendous change in the role of the Federal government in education. This is creating tensions, problems involving state and Federal relationships. It is going to have a great impact upon the traditional pattern of financing, controlling, and supervising education in our country. But it is a recognition of the fact that it is going to take the full resources of all three levels of government to provide equal educational opportunities for everyone and to correct the weaknesses that we have had in our system, such as neglecting the poor, children of the poor, in so many cases the children of the Negro, and children in communities where the concern is too small or inadequate to provide full educational opportunities.

The interstate compact which is now under way is a great innovation in education in this century. This is a proposal, as you know, for the 50 states to pool their resources and carry on research on ways in which they can solve common problems in order not to lean solely upon the Federal government, recognizing that, indeed, if we are going to achieve our national goals in education we must have strength at the state and local level as well as at the Federal level. Eight states are already formally in this new compact. New Hampshire came in a few days ago, Texas is in, Illinois is in, New Jersey is in. Before this legislative session is over I hope that New York State will be a part of this undertaking. This is all a part, it seems to me, of the revolution that is taking place today, a necessary revolution, if we are to meet the educational needs of every boy and girl, regardless of where he lives, regardless of his color, regardless of his economic, social background. Libraries can play a major role in this revolution. Indeed they are playing a major role! Because, the library can open up new vistas for the disadvantaged. We must not assume, because a child, or parent, or family is disadvantaged, that he cannot make use of, or cannot be served by the library. The library needs to find ways in which it can be useful and helpful to these people. The library needs to reach out, as I see it, into the community, into the disadvantaged areas, into the slum areas and bring to these people rich resources that are there. To do this will require innovation and change in the development of materials and books and the presentation of books and all the rest of which you know much better than I. But certainly the library can play a central role in attacking the problems of the disadvantaged, of those who suffer from prejudice, of those who are slow in learning and unable to keep up with their peers. Like the school, the library will need to adapt to these conditions of the times and to reach out if it is to serve. And this, I am sure, is the purpose of your conference here, to consider what more the library can do to meet these needs and to help solve these problems.

I should like to close with these comments. You know the most debilitating and degrading effect of disadvantagement, and of the poverty of means and opportunity which it creates, is the resulting loss of independence. As someone has said, to be poor and independent is almost impossible. But poverty is not an unconquerable bar. It will yield to the unremitting pressure of compassion, concern and determined action. Education seeks through the provision of true equality of opportunity to make possible for each individual the dignity of independence, and that is really what we are talking about, as well as the happiness that comes with the full and productive use and development of the individual's abilities. Poverty and disadvantagement are enemies, and education is our best and surest weapon for their defeat. And I emphasize again, as I am sure has been emphasized to you over and over, that the library is a part of the education system and is indeed the heart of the education system. So I am grateful that you are here on this occasion to help us extend the rich resources of this State to those who have been denied them to the extent to which they should have them, and to help us fulfill, to bring about, to end this revolution with a great step forward that will bring the kind of great society that our President seeks and in which we all believe.

QUESTION PERIOD:

Miss Woodruff: Being a member of the family, may I quote something to Dr. Allen that I heard here? I heard something like this, Commissioner: these school superintendents, these school people, are so hard to work with.

Dr. Allen: A part of our problem is that we in education, we school people, have been sort of insulated and isolated in a sense, in our approach to education. Francis Keppel has made the statement that education cannot be left solely to the educator. It never has been. It ought never to be left solely to the educator. The educator ought to guide and help and direct, but education is just too important to be left solely to the educator. But I am afraid that a great many of us do resent, and in other places we are just not ready to accept, help, suggestions from others outside our particular field. We are not comfortable, and one of the main reasons why I am so enthusiastic about this compact idea is that the compact that is being developed in these states requires that the political leadership in the state, the governor and the legislature, work with the educators. In other words, the head of the state delegation of the compact is the governor and two members of the legislature. We had a meeting in Kansas City last October. There were some 20 governors there, as well as education people, college presidents and others, and time after time people spoke of the fact that this was the first time in which the educator had really sat down with the governor and the governor sat down with the educator to talk about how we are going to meet these problems. In the past it had been the case that the educator said: "Well, we will work up the answers, then go to the governors and the legislators and say here is what we want, we want money, we want these particular answers." I guess, to some extent, we have done the same thing in the local school systems. The school superintendent has gotten together his teachers with his board of education, sometimes without even working effectively with them. He has decided what the answer should be and has said to the community, "Here are the answers - but if you librarians want to help us, as long as you do it our way, fine." Maybe the librarians have been a little bit the same way, I do not know. At any rate I think you are absolutely right, that the criticism is a good one, to the extent that we have made it difficult for people to work with us, people whose help we need - and this is one of the changes presently taking place, being forced upon us in a way. I have had superintendents of schools tell me that they have never talked to the local diocesan superintendent of schools before this Federal thing came in. They never knew how to talk with him and yet he had, right in the same community, maybe a fourth of the children. Some have said to me that they have never talked with the librarian or the library system until they had to find some way of distributing the books and using the library under Title II. Well, if this helps to bring these people together then it is certainly one of the great advantages of the new program. But, we are guilty of it in our State Education Department. We are guilty of it in our local school system, and I hope that by exchanges such as this, and conferences of this sort, we can get over that type of isolation. The businessman said to me many times: "I just want to help," but he says the schoolman's reply is "You can help if you pay your taxes, but do not tell us how to teach economics in school or tell us how to lay out our schools or plans." Therefore he begins to draw back and becomes a critic rather than a supporter, oftentimes, of the school. Other levels, other units of government can be a great help to us and we have not drawn upon them to the extent necessary. Very good criticism.

Miss Connor: I think at this point I will bring the meeting to a close and attempt very briefly to put together some observations that I have had on our conference. I started by saying that I thought we had a group of three parts, librarians, other educators, and representatives of other agencies. Things that the librarians have been saying are statements of their beliefs, their credo. They believe that a library is an educational agency; one speaker said, "To think of education without books is incomprehensible." It is an incomplete education unless you have books and by that we mean all types of library materials. We have heard again and again that antipoverty programs without education are incomplete and we put the two together and come out with the thesis that the library has a major role to play in antipoverty programs. Those of you who were new to the librarian's point of view asked us, "In what way do you have a major role to play?" We spoke first of the library as an information center. Narrowly conceived, this was an information center for other agencies engaged in antipoverty programs, to keep them abreast of what was going on. More broadly, the library as an information center has material and help to offer and trained personnel to find materials in such fields as urbanization, housing, integration, and all the problems with which we are dealing.

Secondly, we have said that the library has a traditional role as a resource for individuals. We think of the open door concept and we are happy and familiar with this one-to-one relationship. We have stressed the library's service to children and the library's role in continuing education for adults.

Then we went on to think of the library as an agency which itself offers programs, conducts preschool story hours, works with the newly literate. Then came the emphasis that the library is an agency which can help other agencies strengthen their programs. A good bit of our discussion has centered around that. What the librarians are apparently seeking is to be recognized for the tasks which they believe they can perform. We want the opportunity to do the supporting job that we feel we can do and must do.

You shared with us many insights. One insight - this is not a crash program but a long-term job that we are engaged in, which requires consolidated effort. Another insight - none of us can do it alone; it takes the combined efforts of all. We stressed again and again the need for flexibility and adaptability and innovation and new methods, because it is not a simple problem; it is a complex one and none of us knows quite enough. We came out of this with a healthy respect, I think, for the talents and energies of the other agencies represented, and with a respect too, for your dedication to the common principle of equal opportunity.

Dr. Allen has brought us back again to the central point of the need for full use of all resources. The problem areas that we have touched on perhaps are peculiarly those of the library. Questions like: Are our materials adequate for the different levels and age groups? What more do we need to do with publishers? Are our outlets adequate for the disadvantaged? Are our personnel ready, are their attitudes right? Is the funding adequate and if it is not, how do we coordinate the various sources of funding? Is our planning comprehensive enough? And then the question on which we spent the most time: If we are to work together, how can we obtain entry? How can we obtain coordination and communication? And here the troops began to arrive, the help began to come in and we got some answers to the question to which we devoted the most time. Mr. McGlone is going to see to it that in his Community Action Program the directors are informed of the library's potential role. We are going to, I think, give serious consideration at the State level to other suggestions, the type made by John Humphry, and we are going to turn to you who have opportunities at the regional level to offer conferences of this type to work with your CAP directors and with the other departments of government that are concerned with antipoverty programs. Westchester County is going to have a regional conference somewhat similar to this, and I hope we will have reports of others as followups of this conference. So, really my role here, I think, should be to give thanks, thanks to all of you, to the librarians who came with your problems and to the other agencies who have begun to help us solve them. The chief value here has been our ability to talk back and forth, to establish the communication that we have very much desired.

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MATERIALS DISTRIBUTED TO PARTICIPANTS

I. STATEMENTS ON FEDERALLY FUNDED ANTIPOVERTY PROGRAMS:

New York State Office of Economic Opportunity. *Statement of functions and program organization chart.*
___ *Memorandum on cooperative planning* issued by Mrs. Ersa H. Poston, director, New York State OEO, and Dr. Irving Ratchick, coordinator, Title I, ESEA. (January 10, 1966)

New York State Education Department. Bureau of Basic Continuing Education. *Adult basic education.* (January 1966)
___ Bureau of Child Development and Parent Education. *Functions regarding prekindergarten programs (Title I ESEA) and Headstart child development programs (CAP-OEO).* (January 11, 1966)
___ Bureau of Elementary School Supervision. *Statement: summer school programs for the children of seasonally employed agricultural workers.* (1965)
___ Bureau of Guidance Projects. *ABLE; STEP; REENTRY; TALENT SEARCH.* (1965-66)
___ Bureau of Manpower Development. *Manpower development and training program.* (January 1966)
___ Bureau of School Library Service. *The disadvantaged and school library service.* (Frank Stevens in *The American School Board Journal*, November 1965)
___ ___ *The school library and Elementary and Secondary Education Act of 1965.*
___ Division of General Education. *Statement on the antipoverty program as it applies to the Division of General Education.* (January 1966)
___ Division for Handicapped Children. *Services for handicapped children under Title I, Elementary and Secondary Education Act.* (November 1, 1965)
___ ___ *Suggested projects for serving handicapped children...under Title I, ESEA.*
___ Division of Library Extension. *Library Services and Construction Act: Services Title projects.* (THE BOOKMARK, January 1966)
___ ___ *Report on the New York State Plan under the Federal LSCA, (July 1, 1964 through June 30, 1965).*
___ Office of Coordinator, Title I, Elementary and Secondary Education Act of 1965. *Identification of the educationally disadvantaged.* (October 1965)
___ Office of Educational Financing. *Statement on antipoverty programs.* (January 1966)
___ Office of Occupational Education and Manpower Resources. *A statement on occupational education and action programs for the disadvantaged.*

New York State Department of Labor. *Manpower training and development activities in New York State.* (For the fiscal year ended June 30, 1964)

New York State Department of Mental Hygiene. *Mental health planning regions and areas.* (1965)

II. BROCHURES AND OTHER PRINTED MATERIALS:

American Library Association. *Federal library legislation, programs, and services: a series of articles by staff members of the U.S. Office of Education.* Edited by Henry T. Drennan. (Preprinted from the *ALA Bulletin*, February 1966)
___ *Economic Opportunity Program Packet.* ($2 from ALA, 50 East Huron Street, Chicago, Ill. 60611)
___ *Library Journal.* Volume 89, No. 16, September 15, 1964. War on Poverty issue.

New York State Education Department. Bureau for Handicapped Children. *New horizons in educational services for handicapped children.*
___ New York State Library. *Your library's library.*
___ Division of Library Extension. *Conference on library services for the disadvantaged, Arden House, Harriman, New York, December 10 and 11, 1964: Proceedings, Summary.*
___ ___ *A directory of New York State public library systems.* July 1965.
___ ___ *A primer of public library systems in New York State.* 1963.

New York State Department of Labor. *On-the-job training in New York State under MDTA.* (October 1965)
___ and Department of Education. *A guide to the Manpower Development and Training Act as it applies to New York State.*

New York State Division of Parole. *Parole.*

New York State Office for Aging. *A survey of State and community programs for the aging in New York State from January 1964 to June 1965.*

New York State Office for Economic Opportunity, Office for the Aging, Interdepartmental Health and Hospital Council. *The Economic Opportunity Act is for senior citizens too!* August 1965.

Queens Borough Public Library. *A manual on programs for parents of preschool children participating in the Queens Borough Public Library's Operation Headstart, funded by the Library Services and Construction Act.* Prepared by Bryan Roberts, adult services consultant. (Available from the Library)

School Library Journal. January 1966. "A Time for Self-Renewal: A Special Issue on Antipoverty Programs." Pauline Winnick, guest editor. (Preprint 35¢ from R. R. Bowker Co., New York, N.Y.)

Westchester Library System. *Problems of poverty: a selected booklist.* (An exhibit of the books on this list was displayed by the Westchester Library System.)

FILMS -

Selected
For Programs For The War On Poverty

By Mrs. Joan E. Clark
Films and Recordings Consultant
Library Extension Division

"...The central problem is to protect and
restore man's satisfaction in belonging
to a community where he can find security and
significance."

President Lyndon B. Johnson, 1965.

FILMS FOR PROGRAMS FOR THE WAR ON POVERTY

The selected list of films is divided into two sections. The first is to introduce the viewer to the special problems, needs, and potentials of those people who are living in the shadow of poverty and suffering its consequences. They suggest new and wider approaches to understanding for leaders in community programs. The second part lists films that have been shown successfully to disadvantaged groups.

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FILMS

About the disadvantaged

THE CAPTIVE. B&W. 28 min. National Council of Churches. $135.
Stark record of a family in an Appalachian coal town. The devastating effects of poverty, physical and mental, are mirrored in the fears and frustrations of Herb Honnecker. Herb identifies with the hidden millions, the captive poor, bypassed by our affluent society.

CHILDREN WITHOUT. B&W. 28 min. National Education Association. $35.
Provocative study of our culturally deprived children. Through the eyes of one child and her teachers in an inner city school we see what dedicated workers can do where help is needed. The film makes clear the necessity for special programs involving parents.

CHRISTMAS IN APPALACHIA. B&W. 29 min. Carousel. $135.
Portrays an abandoned coal-mining community in Kentucky, where Christmas is a barren experience. Reveals the discouragement of adults and children who havelittle hope of education. A candid CBS documentary.

FROM THE OUTSKIRTS OF HOPE. B&W. 28 min. Association Films. $90.
An examination of the positive approach to the war on poverty, initiated legislatively in 1963-64. Produced by the National Urban League, this film portrays a selected number of projects already active in communities by 1965. An effective overview of OEO programs; VISTA, Job Corps, Headstart, and library projects are included.

HARVEST OF SHAME. B&W. 58 min. McGraw-Hill. $250.
The plight of the migratory farm worker in the United States is seen in this Edward R. Murrow CBS production; shocking living conditions, low salaries, inadequate housing, and lack of opportunity for education and advancement. Based on a book by John Steinbeck. This is an objective report of problems confronting agricultural communities.

THE HIGH LONESOME SOUND. B&W. 30 min. Brandon. $165.
Through folk music and spirituals we see the mountain people of Eastern Kentucky using music as a means of maintaining dignity and tradition in an area where farms, families, and machinery have become worn out.

MARKED FOR FAILURE. B&W. 28 min. NET Indiana University. $150.
The carefully detailed story of a youngster who by fourth grade has already fallen behind in school, in self-awareness, and in social development. It points up the need for early programs to prevent this erosion of mind and spirit.

MY OWN YARD TO PLAY IN. B&W. 7 min. Edward Harrison. $100.
Living in squalid urban quarters, with the street their only playground, the children glimpsed at play in this kaleidoscopic film reveal surprising ingenuity and creative imagination. A plea for better recreational facilities.

THE NEWCOMERS. B&W. 29 min. Board of Missions of Methodist Church. $140.
The migration of unemployed workers and their families from the depressed areas of Appalachia into the city, sensitively examined by George Stoney and William Fore. The slum conditions, their children's problems, their deep sense of displacement and insecurity is objectively documented. The help rendered by welfare agencies and social workers underlines the need for human values as opposed to property values when planning city renewal. Stresses the need for all agencies to pool resources to meet the tide, for "so long as there is hope in their hearts, they'll keep coming."

PORTRAIT OF A DISADVANTAGED CHILD: TOMMY KNIGHT. B&W. 16 min. McGraw-Hill. $125.
A day in the life of a slum child which illustrates the factors hindering Tommy's ability to learn. Examines the contrasting homes of two children, showing that some homes are supportive and others neglectful.

PORTRAIT OF THE INNER CITY. B&W. 17 min. McGraw-Hill. $125.
Examines the slum areas of the Inner City and the people whom Tommy Knight meets and observes as models. Some techniques of communication between the school and the disadvantaged community are shown.

PORTRAIT OF THE INNER CITY SCHOOL: A PLACE TO LEARN. B&W. 19 min. McGraw-Hill. $125.
This third film focuses on the school. An exploration of teaching methods, explaining how both teachers and textbooks can discriminate against the Inner City child by using materials unfamiliar to him.

THE QUIET ONE. B&W. 67 min. Contemporary. $360.
Moving, effective portrayal of steps in the adjustment of a lonely 10-year-old Negro boy in New York's Harlem through the understanding staff of the Wiltwyck School for delinquent boys. The film does not try to forecast what will eventually become of Donald, but it provides insight into the rebellion of a child whose early life has failed to provide love and security. Produced by Sidney Meyers, written by James Agee in 1948, it is a masterpiece of human understanding and sympathy.

SUPERFLUOUS PEOPLE. B&W. 60 min. McGraw-Hill. $275.
Approaches the problem of the thousands of unwanted, displaced, and poverty-stricken individuals in American society today. Depicts infants in institutions and hospitals awaiting placement, as well as interviews with young adults walking the streets without jobs. Explains the plight of many elderly people who have been shifted from their home areas by urban renewal. Stresses the need to regard people as human beings instead of welfare clients.

FILMS

For the disadvantaged

The following films have been used to "reach out," motivate or involve the disadvantaged. It should be kept in mind, however, that many of the films that are available from public libraries or distributors, that have been enjoyed by all of us, are equally pertinent or entertaining.

ASK ME DON'T TELL ME. B&W. 18 min. Contemporary. $95.
Youth for Service, a project sponsored by the American Friends Service Committee, offers boys the opportunity of working on constructive projects to give them a sense of being needed. For settlement houses, boys' clubs, PTA's, and everyone interested in youth employment.

THE FARMER - FEAST OR FAMINE. B&W. 26 min. McGraw-Hill. $150.
This film shows how farming which has been forced to adopt modern methods of management, mechanization, and marketing is going through rapid changes, which are having profound effects upon American society. This film is for migrant groups, young adults, and vocational guidance discussion groups.

THE GOLDEN FISH. Color. 18 min. Columbia. $275.
An engaging fantasy about a little, lonely Eurasian boy, his goldfish, canary, and a villainous black cat. A suspenseful story which appeals to all ages.

THE GREAT RIGHTS. Color. 14 min. Brandon. $195.
A humorous animation. Dramatizes the way life in this country might be without the Bill of Rights. Without flag-waving, the film subtly conveys the responsibilities granted to us by these Great Rights. Excellent for all but the youngest viewers.

THE LONG HAUL. Color. 15 min. Social Security Administration. Free.
Dramatized presentation of a fisherman in prime-earning years who has a serious fall resulting in back injury. His shame and depression over inability to support his family and total ignorance of rights is gradually overcome by a local agent. Good for young adults and adults, migrants, and retraining workers.

MARIAN ANDERSON. B&W. 26 min. Irving Lesser. $200.
Scenes from the great singer's early childhood in the slums of Philadelphia through her town hall recital. Depicts the hardships she overcame to become one of the world's greatest singers. Especially rewarding for adults.

MORNING FOR JIMMY. B&W. 28 min. National Urban League. $165.
A young Negro boy, seeking a part-time job, becomes discouraged until his teacher takes him to visit men and women successfully employed in many fields. Presents a strong case for young people to remain in school and prepare themselves for ever-widening opportunities. For young adults.

NEIGHBORS. Color. 9 min. International Film Bureau. $100.

A startling presentation of the way in which violent disputes may arise from the most trivial incidents. A modern parable of the hostility latent in local issues, as we see two men fighting over a flower. For all ages - has been particularly good with emotionally disturbed youngsters and potential dropouts.

PLACE IN THE SUN. Color. 8 min. Encyclopedia Britannica. $85.

From Czechoslovakia comes a sprightly little film about two comic figures who vigorously vie with each other for a small spot of sunlight. The sunlight disappears and each shivers alone until he learns that it is warmer if they sit back-to-back. Will lead adults and children into a discussion of human relations.

THE RAFER JOHNSON STORY. B&W. 52 min. Sterling. $250.

The determination and triumph of one of the most honored athletes of our time. Johnson's life, from early childhood days of hardship and struggle to world decathlon champion, first member of the Peace Corps and honored by the President of the United States, is an inspiring story. Particularly good for young adults.

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NEW YORK STATE LIBRARY
The Bookmark

INTERCULTURAL RELATIONS: A Suggested Reading List Revised

Prepared by Nida E. Thomas, Associate Administrator
Division of Intercultural Relations in Education
The State Education Department

The widespread interest in intercultural relations today indicates that all eyes are focused on what we say and how we treat minority groups in this country. At last minority group members are making themselves heard and felt in many "centers of influence" and are recognizing that they no longer need to sit back and wait for someone else to provide leadership in solving problems of concern to them. In increasing numbers, Negro and white people are working together to break down the barriers which have created misunderstanding and distrust among them.

Today, Negro and white citizens alike are trying to understand what the civil rights movement means to them. We see a large number of white families moving to the suburbs to avoid becoming involved. Many believe that all people should have equal opportunity but think it is the other fellow's responsibility to solve the problem. We know from experience that it will be difficult to find solutions until there is an understanding of the issues involved.

There are many avenues that genuinely interested individuals and organizations can pursue to improve understanding and respect among all people. The problems are broad and varied and cover many situations affecting the family and the community. While it is recognized that reading plays an important role in developing intercultural understanding, research shows that this understanding is not always imparted by our textbooks; the most effective contributions are to be found in materials and research developed by intergroup relations agencies.

Much information is being circulated today. This article includes a few selected books, pamphlets and articles, film strips and bibliographies. It points out very clearly the tremendous change taking place in the entire field of intercultural relations. The references suggested, if utilized, will provide a frame of reference to help people to understand the problems involved and to work toward solutions, responsibilities which belong to all of us.

BOOKS

Black Bourgeoisie. Frazier, E. Franklin. The Free Press. 1965.
Describes the rise of a middle class among American Negroes in two separate worlds, "The World of Reality" and the "World of Make Believe."

Color Blind. Halsey, Margaret. McGraw-Hill. c1946. 1965.
Describes the author's experiences in an interracial canteen during World War II, providing the reader with an opportunity to examine and resolve his own fears of race mixing.

Dark Ghetto: Dilemmas of Social Power. Clark, Kenneth B. Harper & Row. 1965.
In his revealing exposition of the deterioration of human resources in the ghetto, psychologist Kenneth B. Clark analyzes the political, religious, economic and intellectual dimensions of the Negro power structure in the ghetto, as well as the effectiveness and lack thereof of civil rights strategies.

The Fears Men Live By. Hirsh, Selma. Harper & Brothers. 1955. o.p.
"A short and provocative book about what science has learned of prejudice in America, and what can be done about it."

Manchild in the Promised Land. Brown, Claude. Macmillan. 1965.
A personal account of what it is like to grow up in the ghetto. Claude Brown's autobiography describes the frustrations and humiliations which affect family and other interpersonal relationships as well as personal goals. While Brown implies the positive influence which his association with the Wiltwick School and Institution for Delinquent Boys had on him, his book's chief value is its frank depiction of what life is like for many in the inner city.

Mississippi: The Closed Society. Silver, James W. Harcourt, Brace & World. 1964.
Mississippi's advocacy of the doctrine of white supremacy has resulted in leaving only one alternative to the Mississippian racist reaching to the civil rights movement: violence. Professor Silver examines the historical development of the state's commitment to this doctrine and its impact for the Negro in Mississippi. The professor's book was inspired by the insurrection at the university where he teaches, "Ole Miss," when James H. Meredith became the first Negro to be enrolled.

The Negro in American History and Culture; A list of resources for teaching. Union Theological Seminary. The Auburn Library, 3041 Broadway, New York, N.Y. 1965.
Includes teachers' guides and curricula, audiovisual resources, and books dealing with Negro history.

The Negro in the United States. Frazier, E. Franklin. (Rev. Ed.) Macmillan. 1957.
"Concerned with the process by which the Negro has acquired American culture and has emerged as a racial minority or ethnic group, and the extent to which he is being integrated into the American society."

The Negro Potential. Ginzberg, Eli. Columbia University Press. 1956.
Traces the economic gains made by Negroes as a result of better job opportunities. It points out that Negroes still lag far behind their white fellow citizens despite recent improvements.

The Negro Protest. Clark, Kenneth B. Beacon Press. 1963.
The noted Negro psychologist, author of *Prejudice and Your Child* and *Dark Ghetto*, talks with three prominent Negroes, James Baldwin, Malcolm X, and Martin Luther King, about the attitudes and personal feelings behind their commitments to the civil rights movement. Three distinct viewpoints toward the civil rights movement - Baldwin's appeal to individual conscience, Malcolm X's concern with building a black nationalist movement, and King's advocacy of a nonviolent battle for civil liberties are given equally sympathetic expression.

The Negro Vanguard. Bardolph, Richard. Vintage. n.d. pap.
Attempts to identify the most celebrated Negro Americans and their contributions to the social history of this country. It breaks the stereotyped images of the Negro generally presented.

Negroes in Cities. Taeuber, Karl E. and Alma F. Aldine Publishing Company. Chicago. 1965.
A statistical analysis of residential segregation in American cities. The book compares the pattern of Negro residential segregation and the process of neighborhood change.

A Neighborhood Finds Itself. Abrahamson, Julia. Harper & Brothers. 1959.
Tells how the "pendulum of power and influence in the neighborhoods is slowly but steadily swinging from the old property improvement association (often formed to keep Negroes out) to the new community councils whose primary aim is to stabilize their neighborhoods by keeping up property and keeping down density, while remaining color blind."

Nigger: An Autobiography. Gregory, Dick and Robert Lipsyte. Dutton. 1964.
The well-known comedian relates the story of his personal struggle for first-class citizenship beginning with his childhood in a ghetto of St. Louis and culminating in his hard-won success as an entertainer who could capitalize through laughter on the very prejudice which was intended to defeat him. This is a personal revelation of how discrimination damages self-respect.

Nobody Knows My Name. Baldwin, James. The Dial Press. 1961.
A series of essays discussing the role of the Negro in America and in Europe, and the facing of truths about oneself and others - no matter who may be made uncomfortable by it.

One Hundred Years of Negro Freedom. Bontemps, Arna. Dodd, Mead & Company. 1961.
Describes the struggle of Negroes to realize the promise of the Emancipation Proclamation in terms of the men who led their cause: educators, editors, scientists, politicians and artists in the first 100 years of Negro freedom.

Our Faces, Our Words. Smith, Lillian. W. W. Norton. 1964.
A portrait of the civil rights struggle revealed in the words and pictures of Negroes and whites in various sections of the United States.

The Past That Wouldn't Die. Lord, Walter. Harper & Row. 1965.
A narrative history of the State of Mississippi, culminating in a dramatic account of the riots that erupted at "Ole Miss" when James Meredith was enrolled.

Prejudice and Your Child. Clark, Kenneth B. Beacon Press. 1963. pap.
"What children learn about race, how it affects them and how parents and the community protect boys and girls from the harmful effects of race prejudice."

A Profile of the Negro American. Pettigrew, Thomas F. Princeton. D. Van Nostrand Co., Inc. 1964.
The findings of biology and the social sciences do not support racism. This is one of the themes of Pettigrew's inquiry about the Negro American in the mid-20th century. The author discusses the effect of discrimination on personality, the reactions of Negro Americans to oppression, the facts concerning so-called "racial" differences in health, intelligence, and crime rates, and the implications of the current quest of the Negro for full and equal participation in American life.

The Reluctant African. Lomax, Louis E. Harper & Brothers. 1960.
A subjective report of the experience of an American Negro who got a closeup look at the many people and forces developing African affairs.

The Struggle Within: Race Relations in the United States. Bowen, David. W. W. Norton. 1965.
The book brings out into the open frequently debated questions on race relations and civil rights.

To Be Equal. Young, Whitney M., Jr. McGraw-Hill Book Company. 1964.
A frank discussion of the whole civil rights movement and what this means in terms of providing equality of opportunity for the Negro in the areas of housing, education and employment.

To Kill A Mockingbird. Lee, Harper. J. B. Lippincott Company. 1960.
The action in this novel takes place in a southern community. It gives insight into a family's response to some disturbing mysteries and the racial conflicts which affect their lives.

What Manner of Man. Bennet, Lerone, Jr. A biography of Martin Luther King, Jr. Pocket Books. n.d.
A comprehensive in-depth character study of the man who has come to symbolize the hopes and aspirations of the Negro revolution, written by a college classmate and personal friend who is currently editor of *Ebony* magazine.

Worth Fighting For. McCarthy, Agnes and Lawrence Reddick. Doubleday. 1965.
A history of the Negro in the United States during the Civil War and Reconstruction. Illustrated.

BIBLIOGRAPHIES

Books About Minorities and Their Contributions to Our Way of Life. School & Library Department, Julian Messner, Inc., 8 West 40th Street, New York, New York 10018.

Books About Negro Life for Children. Baker, Augusta. The New York Public Library. Revised. 1963. 20¢.

Contains an annotated bibliography of children's books which give unbiased, accurate, well-rounded pictures of Negro life in all parts of the world.

Books For Friendship. A list of books recommended for children. American Friends Service Committee (Quakers) and the Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Annotated bibliography of books designed to broaden the child's knowledge of people of different cultures.

Books to Grow On. Anderson, Marian Pasey. American Jewish Committee, 165 East 56th Street, New York, New York 10022. 1961. 25¢.

An annotated selection of pictures, early readers and other books with human relations themes. For youngsters 4-8.

The Negro - A List of Significant Books. Compiled by Dorothy R. Homer. 8th Revised Edition, 1960. Countee Cullen Branch, The New York Public Library, 104 West 136th Street, New York, New York. 35¢.

A collection of annotated books "which will aid in the development of new attitudes, new points of view, ideals of brotherhood, good human relations, which will develop, especially, appreciation of the worth of the Negro in America."

Negro Life - A Selected Booklist. Westchester Library System, Mount Vernon, New York. 1965.

Includes books describing unique contributions to American culture made by minorities during the past 300 years.

PERIODICALS AND ARTICLES

"American Negroes - A Wasted Resource." By J. J. Marrow. *Harvard Business Review*, Vol. 35, No. 1. January-February 1957.

"De Facto School Segregation." By Will Maslow. *Villanova Law Review*, Vol.6, No. 3. (Spring 1961) pp.353-376. Villanova University, Villanova, Pa.

Discusses the problem of *de facto* segregation in schools as it exists throughout the United States, and what many communities have done to find solutions.

"The White Problem in America." A special issue of *Ebony* magazine. Chicago. Johnson Publishing Company. August 1965.

Articles by American Negro leaders, among them Lerone Bennet, Jr., James Baldwin, Whitney M. Young, Carl T. Brown, Kenneth B. Clark, and Martin Luther King, describe the forms in which whites continue to show reluctance to accept Negroes as fellow citizens, neighbors, and coworkers. The authors reflect on the high financial cost of discrimination, the insecurities among whites which breed prejudice, and the conflicts between whites' statements of belief and practices of it.

Equality Through Integration: A Report on Greenburgh School District #8. $1.50 from the Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, N.Y. 10016.

This is a report of how a Westchester, New York community, through the cooperative efforts of laymen and professional educators, has been able over a 10-year period to match its belief in the values of learning in integrated classrooms with a plan for action in its public schools. Greenburgh's record of professional excellence on the part of an integrated professional staff as well as its demonstration of high academic achievement in integrated classes provides a model for positive action in other communities.

How to Bring Up Your Child Without Prejudice. Young, Margaret B. Public Affairs Pamphlet, No. 373. May 1965. 25¢ from Public Affairs Pamphlets, 381 Park Avenue South, New York, N.Y. 10016.

Mrs. Young describes many things parents can do in the home to help eliminate prejudices in their children.

The Journal of Intergroup Relations. Published quarterly by the National Association of Intergroup Relations Officials, Inc., 2027 Massachusetts Avenue, N.W., Washington, D.C. 20202. $6 a year.

The publication is concerned with an exchange of knowledge and experience among professional workers and others interested in furthering the goals and principles of intergroup relations work.

"Life Is Fun In A Smiling Fair-Skinned World." Klineberg, Otto. *Saturday Review.* February 16, 1963.

An examination of 15 widely used elementary readers. The article analyzes the image children get about life in America. For the most part the books examined give the impression that the American people are almost exclusively Caucasian. Few if any ethnic groups are included in these readers.

The Minorities. "In Focus on Children and Youth: Report of National Organizations." Golden Anniversary White House Conferences on Children and Youth. 1960.

"The current status of American Negroes, Mexican Americans, Puerto Ricans and American Indians."

"Negro Education in the United States." A special issue, *Harvard Educational Review.* Vol. 30, No. 3. Summer 1960.

Includes specific elements representative of the major developments in Negro education today.

"The Negro Moves Up." By James P. Mitchell. *Reader's Digest.* December 1957.

A progress report of the status, present and future of the Negro in the economy of American life.

Psychiatric Aspects of School Desegregation. Committee on Social Issues. Group for the Advancement of Psychiatry. 1957.

"Discusses some of the psychological implications, with emphasis on the problems of adjustment for both races."

Public School Segregation and Integration in the North. The Commission on School Integration. November 1963.

This special issue presents the problems faced by communities in efforts to eliminate *de facto* segregation. It also points out some helpful practical approaches for desegregation.

Rearing Children to Meet the Challenge of Change. Dodson, Dan W. National Conference of Christians and Jews, 45 West 57th Street, New York, N.Y. 10019. 1957.

"The role of parents in helping children cope with change and differences."

The Treatment of Minorities in Secondary School Textbooks. Marcus, Lloyd. Anti-Defamation League of B'nai B'rith. 1961.

This report is the result of an extensive study to determine the nature of the changes in the treatment of Jews, American Negroes and immigrants in history and social studies textbooks used in secondary schools. It noted no significant change in the treatment of minorities in textbooks in the past 11 years.

Where Shall We Live? Report of the Commission on Race and Housing. University of Chicago Press, 1958. $1.50 per copy.

Contains the results of a 3-year study of the problems of inequality of housing opportunity connected with minority group status with specific reference to: Negroes, Puerto Ricans, Mexican-Americans and Orientals.

FILMS

Many interesting programs and discussions designed to bring about a broader understanding and more realistic interpretation of the problems and accomplishments of other people can be achieved through the use of films.

There are many agencies and educational resources from which films on intergroup relations may be obtained, frequently without cost. Public libraries in New York State may borrow films from the Special Services Section of the New York State Library. Requests should be made through local public library systems to: Special Services Film Library, 226 Elm Street, Albany, New York 12202.

Camera Three Television Programs. A list of educational programs shown on Camera Three during 1965. These may be borrowed by contacting Division of Educational Mass Communications, State Education Department, Albany, N.Y.12224.

Cinelib Catalogue. Attention: Peter A. Chiefari, Assistant in Educational Mass Communications, New York State Education Department, Albany, N.Y. 12224. A listing of educational films available through the State Education Department.

Film Catalog of the New York State Library lists films available for loan to public libraries. Because the films listed were purchased with Federal Library Services Act funds they cannot be loaned to schools. Special Services Film Library, 226 Elm Street, Albany, New York 12202.

The History of the American Negro. Eight filmstrips in color. Beginning with early civilization of the Negro and ending with the current movement for equal rights. Text Film Division, McGraw-Hill Book Company, 327 West 41st Street, New York, N.Y. Complete set $60. Each filmstrip - $8.50.

Leading American Negroes. Six new sound filmstrips portray the life stories of Mary McLeod Bethune, George Washington Carver, Robert Smalls, Benjamin Banneker, Harriet Tubman, Frederick Douglas. In color, recorded narration. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill. Set of six, $39.75.

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Editor's note: An annotated list by Jack B. Spear, "Race Relations Through Films" describes films available from the Special Services Section of the New York State Library. It was published in THE BOOKMARK, February 1964, pp. 145-146. In addition, the following titles, also available from the Special Services collection are suggested:

Biography of A Rookie. 55 min. B&W. Sterling. 1961.
Traces the development of Willie Davis, outfielder for the Los Angeles Dodgers, and his rise to major league stardom.

Biography of Jackie Robinson. 26 min. B&W. Wolper. 1962.
The life story of Jackie Robinson, first Negro baseball player, whose career with the Brooklyn Dodgers (now the Los Angeles Dodgers), ushered in Negro participation in the sport. Also shown is Robinson's role in Negro civil rights.

Booker T. Washington. 17 min. B&W. EBF. 1951.
Biography, done in period dress, from Washington's boyhood to appointment as head of the Tuskegee Institute for Negroes.

A Salute to the American Theatre. 45 min. B&W. ADL. n.d.
Produced originally for television by CBS News, this film, narrated by Franchot Tone shows how the theatre has in its own way worked for social reform, integration and better race relations.

Walk in My Shoes. 54 min. B&W. McGraw. 1963.
A film documentary of the Negroes' struggle for civil rights in America. An ABC-TV "Close-Up" series production.

Note: *The Negro in the United States - A List of Significant Books*, Ninth Edition, 1965 was received as this issue of THE BOOKMARK went to press. An annotated list, it is available for 50¢ from The New York Public Library, Fifth Avenue and 42nd Street, New York, N.Y. 10018.

NEW YORK STATE

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Schoharie, New York 12157

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